

Academic Affairs Committee

Agenda

Meeting reference: Academic Affairs 2017-18/01
Date: Wednesday 22 November 2017 at 14.00pm
Location: Room 019
Purpose: Scheduled meeting

* Denotes items for discussion.

Members should contact the Secretary in advance of the meeting if they wish to request an item be starred.

	Agenda Items	Author	Led by	Paper
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Conflict of Interest in any Agenda Item		Chair	
4	Minutes of the Meeting held on 17 May 2017		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Student Experience			
*6.1	HISA Perth College Update	Student President		Paper 2
*6.2	Student Surveys: Exit Survey/Student Satisfaction and Engagement Survey and National Student Survey 2016 -17	Head of Quality /Business Planning Support Officer	Head of Quality	Paper 3
*6.3	National Student Survey 2017	Head of Quality /Business Planning Support Officer	Head of Quality	Paper 4
7	Curriculum			
*7.1	Curriculum Strategy	Curriculum and Business Engagement Director	Curriculum and Business Engagement Director	Paper 5
*7.2	Curriculum Plans and Chart of Courses	Curriculum and Business Engagement Director	Curriculum and Business Engagement Director	Paper 6

*7.3	Student Recruitment	Head of Student Records	Head of Student Records	Paper 7
*7.4	Developing Young Workforce (DYW) Update	Curriculum and Business Engagement Director	Principal	Paper 8
7.5	Education Scotland Evaluative Report and Enhancement Plan (Closed item)	Head of Quality	Head of Quality	Paper 9
8	Performance Monitoring			
8.1	Balanced Scorecard Update	Business Planning and Support Officer	Principal	Paper 10
8.2	SQA Systems Verification Visit	Head of Quality	Head of Quality	Paper 11
9	Remit and Role of Committees			
*9.1	Draft Plan of Work for the Committee 2017-18	Secretary	Secretary	Paper 12
10	Standing Committees			
10.1	Quality Enhancement Committee (QEC) <ul style="list-style-type: none"> 2 November 2017 	QEC Secretary	Head of Quality	Paper 13
10.2	Research, Scholarship and Knowledge Exchange Committee (RSKEC) <ul style="list-style-type: none"> 3 November 2017 	RSKE Secretary	Director-Centre for Mountain Studies	Paper 14
11	Date and time of next meeting <ul style="list-style-type: none"> To be confirmed 	Secretary	Secretary	
*12	Review of Meeting (to include check against ToR)	All		Paper 15

Academic Affairs Committee

DRAFT Minutes

Meeting reference: Session 2016/17, Meeting 3 of 3
Date and time: Wednesday 17 May 2017, at 2.00pm
Location: Room 19, Brahan

Members present:

Margaret Munckton Principal and Chief Executive (Chair)	Dr Harold Gillespie, Board of Management Rep (Vice Chair)
Brian Crichton Board of management	David Gourley Curriculum & Business Engagement Director
Dawne Hodgkinson International & Corporate Services Director	Deborah Lally Head of Student Records
Donald Maclean Support Staff Representative	Jane Edwards Support Staff Representative
Jessica Borley Head of Quality, Chair of Quality Enhancement Committee	Holly Scrimgeour PC Students' Association Representative
Pam Wilson Vice Principal Academic	Richard Ogston Head of Student Services
Rachel Daniel Vice President PCSA, Education and Engagement	Roy Anderson Head of Academic Practice
Sharon McGuire Teaching Staff Board Member	

In attendance Barbara Nelson, Education Scotland

Apologies: Professor Martin Price, Chair of Research, Scholarship and
Knowledge Exchange Committee

Minute Taker: Maureen Masson

Quorum: 8, including the Chair or Vice-Chair

Summary of Action Items			
Ref	Action	Responsibility	Time Line
Carry Forward from 17 May 2017			
6	Presentation - <ul style="list-style-type: none"> circulate Deborah Lally's presentation Presentation – investigate system developments including holding residential information and parent status of students 	Clerk DL	Immediate
7	PCSA/HISA update – further work on governance, financial aspects and on transition arrangements	HS	For Board meeting on 14 June 2017
8	Access and Inclusion Strategy and Corporate Parenting Plan Final Strategy and Plan to go to the Board meeting on 14 June 2017	PW	For Board meeting on 14 June 2017
9.1	Curriculum Approvals Keep under review whether a sector review of courses is necessary	PW	Review during 2017/18
	Any Other Business Ongoing Industrial Action - Keep these under review in line with ongoing if industrial action	MM	In line with on industrial action

Minutes

Item

Action

1 Welcome and Apologies

Margaret Munckton (MM), Chair, welcomed everyone to the meeting including Barbara Nelson (BN) from Education Scotland who was in attendance. The Committee noted that Rob Boyd had decided to stand down and there was a warm vote of thanks for Rob's input to the work of Academic Affairs over a long period.

The Committee noted that Holly Scrimgeour (HS) was attending instead of Louis McNaught who had resigned from the role of Vice President on 16 May.

Attendance and apologies were noted as above.

2 Additions to the Agenda

An item *Ongoing Industrial action* would be covered under 'Any Other Business'.

MM requested that items 7.4, 8.2, 8.3, 9.2 and 11.2 were starred for discussion.

3 Declaration of Conflict of Interest in any Agenda Item

Sharon Maguire declared interest in relation to the item on industrial action.

4 Minutes of Meeting Held on 22 February 2016

These were accepted as an accurate record.

5 Actions Arising from Previous Minutes

Carry Forward from 22 February 2017:

5 Regional Outcome Agreement

Action Update: on the agenda

6.3 Correlation of NSS and Student Survey Results

Action Update: ongoing

6 Circulate the presentation by Sharon Maguire, Sector Manager Sport and Fitness

Action Completed

10.1 Formal review of Student Engagement and Strategy Enabling Plan

Action Completed

11 Draft revised Committee Terms of Reference and membership

Action Update: this item is to be included on the agenda for the 3 June Board Development Day, and then to a meeting of the Chairs' Committee in August.

Matters arising

None.

6 Presentation

Deborah Lally, Head of Student Records, gave a presentation on data developments for Quality Enhancement. The slides would be circulated for information.

Secretary

Academic Affairs noted the following key aspects:

- Student systems held a range of data including whether students had a care experienced background or had additional support needs;
- The data relating to care experienced students, and those from the SIMD 10 area and the correlation between different characteristics;
- The focus on reporting and planning linking to measures in the Regional Outcome Agreement, access and inclusion and the student journey;
- That PC was performing well against the sector against sector averages;
- The BRAG system, which was being used consistently across all sectors, facilitated the collection of weekly attendance and performance data. Personal Academic Tutors (PATs) were using it and had access to a set of template letters to contact students if attendance declined or if there were experiencing performance issues;
- Student Records data could be analysed in a variety of ways. Although no formal research had been done to measure the value of the data the Committee noted that attainment figures had increased. The working assumption was that the enhancements to systems and their outputs and analysis had helped with improved attainment figures; and
- Going forward, reports will be shared with sector heads at key points in the year.

DL

The Committee thanked Deborah for the presentation and the work that had been done to develop student systems. Planned work to improve systems, including further alignment to SFC tools was noted.

In addition, possible data links between residential students and the parent status of student would be explored. Work to link the timetabling system to student diaries was also planned.

The Committee noted that 100% attendance is linked to bursary payments – students receiving bursary payment have been made aware of this.

DL assured the Committee that the data protection aspects related to student records were fully complied with. Data was made available via a secure shared portal only to staff who were granted access. Data was not shared by email. In addition all data was drawn from SITS and as such was covered as disclosed information.

The possibility of commissioning research around correlations arising from the data is factored in the workplan for 17-18.

It was noted that some of the outputs from the work would go forward to the Research, Strategy and Knowledge Exchange Committee in due course.

7 Student Experience

***7.1 Students' Association Report**

HS introduced the paper which had been received by the Engagement Committee at its meeting on 11 May. The Committee note that the OBI awards had been held and that over 400 nominations had been received. PCA were reviewing options for providing feedback to students. She thanked Louis McNaught his hard work in organising the OBI awards.

HS

PW updated the Committee on the transition arrangements regarding PCSA and HISA. Further work on the proposal to join HISA were to be presented to the Board at its 14 June meeting. Work to clarify governance and financial aspects and the arrangements for transition were needed. Given that the relationship between HISA and PCSA had matured over the last year there was a strong degree of confidence that the proposals would be accepted.

***7.2 Student Support Update**

The Committee noted the paper about the structure and work of Student Services and some of the emerging trends. The Committee agreed that paper gave a helpful overview of the work that was done 'behind the scenes' and provided an indication of the breadth and volume of work.

The Committee agreed that it would be important to be proactive in reviewing and predicting how student demand/trends may change in the future, how that may impact teaching provision and the ability of support structures respond to meet changing needs. As an example, the Committee noted that there had been a 25% increase in PLSP students and that would impact on support services and resourcing.

BN commented that Education Scotland would be pulling together national data. Emerging analysis suggested an increase in support for students with additional needs. The College would compare its data

against national data to review trends in considering impact on wider resourcing and opportunities to link with other national agencies.

7.3 Student Destinations Report

The Committee noted the report, the data for which is part of the annual SFC statutory return. Of the 89% of qualifiers (i.e. students who had completed courses), 84% went on to a positive destination (but not necessarily related to their studies). Whilst this represented a decrease on last year's return, it would be important to check the sector level when it became available later in the year.

Negative destinations were noted as the following:

- Unable to work through illness
- Where a student had caring responsibilities
- Those who do not want to work

The outcome of the plan would inform action planning in May/June for next year's induction arrangements. Brian Crichton (BC) commented that it was important to keep under review whether the historical use of funds impacted future thinking, particularly if surplus funds had to be handed back..

With ongoing data analysis it would soon be possible to link student from a care experienced background to destination data.

7.4 Student Engagement in Quality Processes

Jessica Borley introduced the paper which provided an overview of the means of involving students in quality processes. The paper had been considered by the Quality Enhancement Committee in January 2017.

The Committee noted the mechanisms for getting feedback from students on the quality of their courses. PCSA had surveyed students for feedback and the class representative system was also an important route to source feedback. A survey of the class representatives had been undertaken in February 2017, but only a small number of class representatives had participated. However, the responses had been positive and comments taken into account in the report.

A number of actions had been identified for 2017 and will be reported on next year.

PCSA had also developed a student version of Take 5. This had highlighted that students want more active learning and greater use and consistency/standardisation of IT in that learning.

The SRC would review opportunities for improved engagement with students working with sector rep via focus groups, particularly for those areas where there was no call rep. Other sector models/examples would also be reviewed for good practice.

The student partnership agreement would be revisited to ascertain how well student ambassadors had worked and scope for using well established HISA models would be explored. A gap analysis would help identify our current position with regard to student engagement against where the college would like to be and how it might make that transition.

BN noted that the approach that Education Scotland had taken initially, to focus on number of class reps, was changing to be more focussed on quality input and influence.

8 Strategic Planning

8.1 Regional Outcome Agreements – 2017-20

The Committee had been involved in developing the ROA and the noted that the agreement was approved by University Court in March 2017. The agreement reflected the College and UHI priorities and presented the overall tertiary landscape. The Committee noted that there were different measurements for HE and FE and that It was difficult to predict targets for the region.

***8.2 Access and Inclusion Strategy**

The Committee noted the Access and Inclusion Strategy which would go to the Board for approval in June. The Strategy defines the College's aspirations for accessible and inclusive services. It also links to wider relevant College documents and sets out how effectiveness and impact of the plan will be monitored. The Committee noted that SFC and Colleges Scotland had given a steer on the format and that the document was a distilled version of an initial scoping document. Once the document was approved by the Board the priority would be to collect baseline measures and to identify priorities.

PW

One example of baseline measures and a key priority for the College was support for students with dyslexia as a significant proportion of students identified as having a specific learning difficulty were dyslexic.

It would be important for staff to understand the operational mechanisms for supporting students.

BN commented that a culture change in behaviours was emerging with a greater focus on supporting students, regardless of background/disability, to encourage students to take ownership of their learning to prepare them for life beyond the College.

***8.3 Corporate Parenting Plan**

The Committee noted the Corporate Parenting Plan which highlighted the key structures, systems and provisions to ensure the College carries out its duties in relation to the Children and Young Persons Bill 2014.

The structure of the Corporate Parenting Plan was common to all partner UHI Colleges and the UHI Executive Office was also preparing linking to plans of Colleges. The College Plan had been prepared in partnership with other agencies including PKC and a 'joined up' approach had been taken.

PW

The Committee noted that positive work that had been undertaken and endorsed it for Board consideration in June.

8.4 CPD Workforce Plan 2016-17

The Committee noted the Workforce Plan which summarised key training and development activities planned in 16-17 with an update on progress against actions. Positive progress had been made during the year and the plan linked to key College priorities which would build on for next year's plan.

9 Curriculum

***9.1 Curriculum Approvals**

The Committee had seen the Curriculum map for session 16-17 previously, and the paper highlighted courses added in-year, and the rationale for them.

Academic Affairs noted that a Curriculum Strategy would come forward for approval at its next meeting. The breadth of provision in the Curriculum was noted and the rationale for courses and different demands placed on College to meet a variety of needs.

As well as processes for new course provision, the College also had robust processes in place for closing/replacing courses. However this had not been reviewed at a sector level for some time and may be something to keep under review in the future.

PW

***9.2 Student Numbers (2016/17 and 17/18)**

The Committee noted the paper and, in particular, that the HE and FE core targets had been met, but not the ESIF target which had doubled compared to session 2015-16.

10 Engagement

10.1 Tay Cities Deal

The City Deal bid had been submitted and the College and other partnerships awaited clarification of the timescales following the general election in June. There was some anxiety amongst partner groups in terms of having resources available at the appropriate time to work up the full business case and this would be kept under review.

***10.2 PKC Annual report 2015/16**

The Committee noted the Annual Plan which would be helpful for the Board Development Day. The Committee noted that the locality outcome document, when available, would be less PKC centric with a focus on wider partnership working.

11.1 Performance Monitoring

***11.1 Quality Themes Review**

The Committee noted the paper which set out the developing enhancements to 2016-17 Quality Review Activity. A new sector overview reporting process had been implemented. Key points to note included :

- During the last year 2 review meetings had been held;
- the Staff Conference in November had focussed on the self-evaluation paperwork; and
- sector managers' reports highlighted key themes for each area.

The Committee welcomed the paper and noted the new sector reporting process and that it reflected a significant change in approach. This was a helpful framework for development and the template for use across all sectors was designed to help sector managers answer key evidence based questions and bring a consistency of approach.

11.2 Balanced Scorecard Destinations

The Committee noted that it was being asked to note the section about student destinations. For FE, the Committee noted that the proportion of students entering a positive destination was slightly lower than last year, but that against the 2011-12 baseline the proportion continued to be green.

The figures for HE were not yet available and would be presented to the Committee at a future point.

12 Committee Organisation

***12.1 Draft Plan of work for the Committee 2017-18**

The Committee noted that draft plan of work and that the 'External Review' information would be added as required. Any comments on the draft plan of work should be forwarded to the Principal.

13 Standing Committees

13.1 Quality Enhancement Committee – 26 April 2017

The minutes were noted.

13.2 Research Scholarship and Knowledge Exchange Committee – 4 May 2017

The minutes were noted.

14 UHI Committee Updates

14.1 Academic Council – 15 March 2017

The report was noted

14.2 Research Scholarship and Knowledge Exchange Committee – 15 February 2017

The report was noted. It would be helpful, in future if the note could follow the agreed template format.

Any Other Business Ongoing Industrial Action

MM updated the Committee on the latest position regarding ongoing industrial action. CMT had met earlier in the day and had considered the impact of the dispute from the perspective of both students and staff, in terms of moral and relationship management, and to identify immediate actions.

No settlement had yet been reached and the Deputy First Manager had made a statement to Parliament on 16 May - an independent mediator had been appointed to facilitate further discussions.

Locally, more student complaints had been received as action continued and concerns were expressed about the students who may not engage during the period on ongoing action. An immediate priority of College staff would be to help ensure students got as much help as possible to complete their student studies.

It was noted that the SQA continue to plan their normal schedule of external verification visits.

Communications with key groups during the period of strike action were key and SMT would be reviewing communications ongoing.

The Committee noted that whilst the pay element of the 'deal' had been agreed, there was no formal commitment from government to cover the additional costs. It was important that this was clarified soon.

HS was keen that messages to students are clear and consistent to all groups. SM queried whether there was any national guidance to students that could be communicated, particularly if the dispute continued on for some time.

Jane Edwards declared an interest as a Unison staff member and expressed concerned that goodwill on the side of support staff may be

eroded as the dispute continued, particularly as leave/time off could not be organised. The level of disruption was varied across the sector with some Colleges impact more than others and College Principal discussions would be ongoing during the strike action period.

MM

The Committee noted that this was an evolving situation. If the strike continued into the third week of May, discussions with national bodies such as the SQA may have to be followed up, similarly for exam boards. The College may also have to review priorities and postpone the staff conference or progression boards.

15 Date and Time of Next meeting

To be confirmed

16 Remit and Role of Committees

***15 Review of Meeting (to include check against ToR)**

Because of time constraints a check against the ToR was not covered.

Information recorded in College minutes are subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

Notes taken to help record minutes are also subject to Freedom of Information requests, and should be destroyed as soon as minutes are approved.

Status of Minutes **Open** ☒ **Closed** ☐

An **open** item is one over which there would be no issues for the College in releasing the information to the public in response to a freedom of information request.

A **closed** item is one that contains information that could be withheld from release to the public because an exemption under the Freedom of Information (Scotland) Act 2002 applies.

The College may also be asked for information contained in minutes about living individuals, under the terms of the Data Protection Act 1998. It is important that fact, rather than opinion, is recorded.

Do the minutes contain items which may be contentious under the terms of the Data Protection Act 1998?

Yes ☐ No ☒

Paper for Consideration

Subject: HISA Perth College Update

Author: Students' Association

Date of paper: 14 November 2017

Date of meeting: 22 November 2017

Action requested of committee:

(Tick as appropriate) For information only:
For discussion: ☒
For recommendation/approval:

Cost implications:

(Tick as appropriate) Yes: No:

Executive Summary:

Students' Association Report for information.

Information recorded in College minutes and papers is subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

Status of Papers **Open** ☒ **Closed**

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The College may also be asked for information contained in minutes and papers about living individuals, under the terms of the Data Protection Act 1988.

Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? **Yes** ☐ **No** ☒

HISA Perth College Update

Student Association Co-ordinator

William Mohieddeen our new member of staff joined the team on Monday 30th October and has proved he is a key individual for us. William is here to provide us with support during our time in office and be our main link between HISA and Perth UHI. He is assisting us in setting out our operational plan for the year ahead and here to make sure we achieve the goals we set ourselves.

HISA Perth Finance

This year we are looking to change how we usually spend our budget. In the past we believe that students relied too much on the student association to provide them with money to fund their activities and trips. Usually the decisions for activity grants are made at SRC meetings but instead this year we are hoping to create a council that will be making these decisions instead. By forming this council we believe it will influence the students to be more active with their fundraising and will increase the amount that they do.

Clubs & Societies

We are working with HISA and Scottish Student Sport to allow our sports clubs to compete with other colleges around Scotland, we believe this friendly competition between the colleges will keep the students motivated and increase their participation in extracurricular activities.

Already our Basketball team have faced Dundee & Angus College and returned victorious. Next is our men and women's football team who shall be travelling to Inverness early December to do the same.

Prospective Opportunities

HISA Perth is currently in talks with Equate Scotland to set up a campaign to help improve the gender imbalance in STEM (Science, Technology, Engineering & Maths) subjects. This operation is being led by our Vice President of Education and Engagement, Nurina Sharmin.

Freshers

This years Freshers event was by far the best one yet in the eyes of the Student Association as we received a great response from students signing up to clubs. We currently have 8 sport and recreational clubs up and running with more and more people signing up every week. We received good feedback from the companies that were invited to the Fayre, some of which have asked if they can return to the campus in the future for Perth UHI events.

Our engagement with students on our social media around this time as well increased dramatically on our Facebook page, this proved to us that students were showing a lot of interest in the event.

- Post Engagement increase of 283%
- Page Followers increase of 43%
- Page Views increase of 140%

Events/Fundraising

June 2018 – Summer Ball.

- Due to the change of our activity grant scheme we are looking to work with students to put together a plan of events in the lead up to the summer ball to help fundraise for the event. Fundraising will help improve student participation in extracurricular activities and also allow us to ensure we have enough funds to make the summer ball as spectacular as possible.

Student Representatives

We had our first Student Rep Council on 6th November where all the reps met for the first time, introductions were made from the HISA Perth team and we discussed the current status of our Partnership Agreement with the College and our future plans for the students and HISA Perth. There was a total of 65 reps in attendance at this meeting.

Paper for Consideration

Subject: Student Surveys: Exit Survey/SSES and NSS

Author: Head of Quality

Date of paper: 14th November 2017

Date of meeting: 22nd November 2017

Action requested of committee:

(Tick as appropriate) For information only:
For discussion: x
For recommendation/approval:

Cost implications:

(Tick as appropriate) Yes: No: x

Executive Summary:

The attached paper contains an analysis of the responses given by Perth College UHI students (both FE and HE) to the annual Exit Survey 2016-17.

The first 10 included as part of the Scottish Funding Council's Student Satisfaction and Engagement Survey.

The paper outlines the proportion of learners that agreed or strongly agreed with statements in Student Satisfaction/Exit Survey for 2016-17, with data from the previous 2 academic years also included as a way of comparison and subjective identification of any trends in agreement.

The paper also highlights areas where learners were most and least satisfied, areas showing the most improvement and areas where satisfaction has dropped the most (compared to the previous year's survey).

Using all elements of the survey, a basic analysis was carried out to identify areas where Perth College UHI demonstrates particular strength and areas that could benefit from development action or further improvement.

An action plan has been produced in response to this report and will be used to enable good practice to be disseminated and for areas of concern to be addressed.

The Action Plan is included in Appendix 1 to the report and the Committee is respectfully requested to review the action plan and consider whether it appropriately covers the key areas, or whether additional areas (from Table 8) should be included.

Information recorded in College minutes and papers is subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

Status of Papers **Open** ☒ **Closed**

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The College may also be asked for information contained in minutes and papers about living individuals, under the terms of the Data Protection Act 1988.

Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? **Yes** ☐ **No** ☒

Student Survey on Programme/Exit April 2017

Perth College UHI

1. Summary

The survey comprised a maximum of 52 questions, split in to 8 sections covering: College Student Satisfaction and Engagement; Teaching and Learning, Tests & Assessments; Course Organisation; Accommodation and Equipment; Wellbeing & Pastoral Support; Quality Assurance; and Next Steps.

Three versions of the questionnaire were used, one general survey, one specifically for ESOL students and one for SVS students. Therefore, not all of the questions would have been relevant to, or answered by, all students.

Of the questions that formed the survey, the first 10 were part of the Scottish Funding Council (SFC) Student Satisfaction and Engagement Survey (SSES). This year's Exit Survey did not include any learners that were surveyed as part of the National Student Survey (NSS).

A total of 3,421 learners from Perth College UHI were surveyed. From this, responses were received from 1984 learners in total, comprising of 1,138 in Further Education (FE) and 846 in Higher Education (HE). The overall response rate for Perth College UHI was 58%. The overall rate for Scotland in the SFC's SSES was 29.9%.

The response rate for each mode of learner is presented in Table 1 below along with a comparison of the previous to academic years, where this data was available. Response rates have increased across the board from the previous year.

Table 1 Response Rate (%) by year and mode of study

Mode	Level	Response Rate (%)		
		2014-15	2015-16	2016-17
All	Combined FE+HE	67.1	46.6	58
Full Time	Combined FE+HE	*	50.5	64.9
	FE	67.1	56.8	72.6
	HE	*	42.2	58.8
Part Time	Combined FE+HE	*	20.0	44.9
	FE	*	40.2	41.6
	HE	*	10.3	64.7

* No data available

2. Survey results and trends

The data presented in Table 1 below summarises the number of respondents (**return count**) and total proportion of respondents that either 'strongly agreed' or 'agreed' (**% Agree**) for the 2016-17 survey.

The table also includes data for previous two academic years and includes an indication of the distance travelled (**DT**) for 2016-17. Expressed in percentage points (pp), this an internal measure that highlights the difference in the 2016-17 % Agree value compared to that obtained in the student survey conducted in 2015-16.

An indication of the general trend for each question over the three year period has also been included in Table 2. This highlights whether satisfaction has increased (↑), decreased (↓) or remained steady (↔) over the three year period. Where it has not been possible to identify a trend, either due to less than 3-years data or no clear direction of movement, then this has been marked with an asterisk (*). The classification of trend was carried out subjectively.

Table 2 – Proportion (%) of learners with statements in Student Satisfaction/Exit Survey for 2016-17 and the previous 2 academic years

		% Agree				3yr Trend
		2014-15	2015-16	2016-17	DT	
College Student Satisfaction and Engagement						
1	Overall, I am satisfied with my College experience	94	93	95	2	↔
2	Staff regularly discuss my progress with me	80	88	87	-1	↑
3	Staff encourage students to take responsibility for learning	98	97	97	0	↔
4	I am able to influence learning on my course	*	89	90	1	*
5	Receive useful f/back which informs future learning	94	90	90	0	↓
6	The way I am taught helps me learn	91	90	90	0	↔
7	Time helped develop knowledge/skills for workplace	94	92	93	1	↔
8	Believe student suggestions taken seriously	84	84	86	2	↑
9	All students at College treated fairly and equally	90	86	91	5	*
10	Students' Association influences change for better	83	81	80	-1	↓
Teaching and Learning						
11	My classes usually start on time	93	92	93	1	↑
12	The teaching on my course is effective	96	93	93	0	↑
13	My lecturers know their subjects well	98	96	97	1	↔
14	Lecturers use different ways to help me learn	*	75	78	3	↑
15	Staff treat me with respect	97	96	98	2	↑
16	Lecturers constantly encourage me do my best	95	96	96	0	↑
17	Expectation I will succeed in my subjects	96	95	97	2	↔
18	Teaching and learning resources support learning	*	94	95	1	↑
19	Reviews and meetings are helpful	90	90	90	0	↑

Tests/Assessments						
20	Deadlines for handing in work clearly stated	92	93	93	0	↑
21	Assessment tasks are made clear to me	89	90	91	1	↑
22	Assessments are spread across the course	86	86	90	4	↔
23	Receive f/back on assessments in agreed timescale	88	89	88	-1	↑
24	Feedback tells me what am doing well/improve	94	93	93	0	↑
25	I know what to do if I disagree with my marks	82	84	82	-2	↑
26	Exams and assessments are well organised	88	89	87	-2	↔
Organisation of My Course						
27	Communication throughout course effective	89	90	91	1	↑
28	The course is well organised	84	84	87	3	↑
29	Understand how units link together	90	92	91	-1	↔
30	Staff involve me in scheduling of assessments	79	84	82	-2	↑
31	When lecturer away, alt arrangements made	78	81	82	1	↑
32	Know can get help with course queries from Curriculum Administration Team (CAT)	78	77	80	3	↑
33	Any help received from CAT has been useful	83	83	84	1	↔
Accommodation and Equipment						
34	Rooms used for my course are tidy and clean	90	91	92	1	↑
35	The rooms I use are suitable for my course	90	91	93	2	↑
36	Equipment provided by College for course is suitable	89	91	92	1	↑
37	I have access to a computer when I need one	83	90	92	2	↑
38	Easy for me to use own computer in the College	88	91	89	-2	↓
Wellbeing/Pastoral Support						
39	I know who to ask for any personal problems	90	91	89	-2	↓
40	Students from diff backgrounds work well together	94	94	95	1	↔
41	College make sure all students given opportunities	*	97	97	0	*
42	I feel safe at the College	97	98	98	0	↔
43	Supported on course & receive help when I need it	*	96	98	2	*
44	Know that I can get help from Student Services	94	93	95	2	↔
45	Feel Student Services helped with problems	88	86	89	3	↑
Quality Assurance						
46	The course was what I expected	*	85	89	4	*
47	I am achieving what I set out to do this year	92	91	92	1	↔
48	I would recommend the College to a friend	94	92	94	2	↔
49	I am encouraged to express my opinion	92	91	93	2	↔
50	My views are taken seriously	*	89	91	2	*
51	I enjoy coming to College	92	91	93	2	↔
My Next Step						
52	I am aware what I can do after my course ends	91	92	91	-1	↔
53	I feel prepared to take my next step	92	91	90	-1	↓

3. Areas where learners were most and least satisfied

By applying a weighted average score of the percentage of respondents that agreed or strongly agreed to a question (**Rating**), we can identify areas where satisfaction is highest and lowest and areas where the greatest or least improvements in satisfaction have been obtained. These areas are highlighted in the following tables.

The distance travelled from the previous year is based on the rating only but the % Agree result is also included for information purposes:

Table 3 – Areas Learners were most satisfied with

	Rating %	DT (Rating)	Agree %
Supported on course & receive help when I need it	92	+10	98
My lecturers know their subjects well	86	+2	97
Staff treat me with respect	85	+2	98

Table 4 – Areas Learners were least satisfied with

	Rating %	DT (Rating)	Agree %
Know can get help with course queries from Curriculum Administration Team	60	+2	80
Students' Association influences change for better	58	-2	80
Lecturers use different ways to help me learn	58	+2	78

Table 5 - Areas showing the most improvement in satisfaction (compared to previous year)

	Rating %	DT (Rating)	Agree %
Supported on course & receive help when I need it	92	+10	98
The course was what I expected	70	+5	89
All students at College treated equally & fairly	75	+4	91

Table 6 - Areas where satisfaction had dropped the most (compared to previous year)

	Rating %	DT (Rating)	Agree %
I know who ask for any personal problems	92	-3	89
Easy for me use own computer in the College	70	-3	89
I feel prepared to take my next step	75	-4	90

4. Areas showing particular strengths of the college

An analysis of the all measurements in combination (% Agree, rating, DT and trend over 3yrs) was carried to give a more detailed overview of areas that are particular strengths of the college.

Any areas where that had a % Agree $\geq 95\%$ and a rating ≥ 80 , and over three years the trend in satisfaction levels had remained steady or improved over three years, were identified as strengths and are summarised in Table 7 below.

Table 7 – Areas identified as strengths

		% Agree			Rating		
		%	DT	3yr Trend	Value	DT	3yr Trend
College Student Satisfaction & Engagement							
3	Staff encourage students to take responsibility for learning	97	0	↔	80	1	↔
Teaching and Learning							
13	My lecturers know their subjects well	97	1	↔	86	2	↔
15	Staff treat me with respect	98	2	↑	85	2	↔
16	Lecturers constantly encourage me do my best	96	0	↑	81	1	↔
Wellbeing/Pastoral Support							
42	I feel safe at the College	98	0	↔	84	-1	↔
43	Supported on course & receive help when I need it	98	2	↑	92	10	↑
	Area of greatest strength						

5. Areas potentially requiring development or further improvement

Similarly, an analysis of the all measurements in combination (% Agree, rating, DT and trend over 3yrs) was carried to give a more detailed overview of areas that could benefit from development.

Areas where the % Agree was $\leq 90\%$ and the Rating was ≤ 75 , where the three year trend in satisfaction had been showing a downward trend or no change over three years, were identified as areas that may benefit from development action.

Where an area had been showing an increasing trend in satisfaction over three years, but the % Agree and Rating were still considered low ($\leq 85\%$ and ≤ 65 respectively), then this area was considered to be an area that could potentially benefit from further improvement.

These are outlined below in Table 8. The five areas identified as being considered as those potentially requiring the most development or improvement are highlighted in red in the table.

Table 8 – Areas potentially requiring development or further improvement

		% Agree			Rating		
		%	DT	3yr Trend	Value	DT	3yr Trend
College Student Satisfaction & Engagement							
4	I am able to influence learning on my course	90	1	*	68	1	↔
5	Receive useful feedback which informs future learning	90	0	↓	71	0	↓
6	The way I am taught helps me learn	90	0	↔	70	1	↔
10	Students' Association influences change for better	80	-1	↓	58	-2	↓
Teaching and Learning							
14	Lecturers use different ways to help me learn	78	3	↑	58	2	↑
19	Reviews and meetings are helpful	90	0	↑	73	0	↔
Tests/Assessments							
23	Receive f/back on assessments in agreed timescale	88	-1	↔	70	-1	↔
25	I know what to do if I disagree with my marks	82	-2	↑	64	-2	↔
26	Exams and assessments are well organised	87	-2	↔	68	-2	↔
Organisation of My Course							
30	Staff involve me in scheduling of assessments	82	-2	↑	62	-2	↑
31	When lecturer away, alt arrangements made	82	1	↑	64	1	↑
32	Know can get help with course queries from Curriculum Administration Team	80	3	↑	60	2	↔
33	Any help received from Curriculum Administration Team has been useful	84	1	↔	64	1	↔
Accommodation and Equipment							
38	Easy for me to use own computer in the College	89	-2	↓	74	-3	↔
Wellbeing/Pastoral Support							
39	I know who to ask for any personal problems	89	-2	↓	73	-3	↓
My Next Step							
53	I feel prepared to take my next step	90	-1	↓	73	-4	↓
	Area requiring most development						

6. Action plan

Those areas identified as where learner satisfaction was lowest and where satisfaction had dropped the most from previous year have been used to develop a plan of action to enable areas of concern to be addressed (Appendix 1). Also included in the table are additional areas that could benefit from development action or further improvement, as identified in Table 8 as one of the 5 areas that most require development, which have that have not already been captured elsewhere.

Appendix 1 – Perth College UHI Student Survey: Full-time FE and Full-time HE On-Programme/Exit April 2016 Action Plan

The Student Survey conducted in April 2016 with full-time FE and full-time HE On-Programme/Exit students, revealed the following areas where learner satisfaction was the lowest and where satisfaction had dropped the most. Using the proportion of students who agreed with a statement in combination with the strength of feeling of response and an analysis of the trend of satisfaction over three years, additional areas of potential development were identified.

The accompanying action plan has been produced in response and will be used to enable good practice to be disseminated and for areas of concern to be addressed.

		% Agree			Rating (R)				
No.	Survey question	%	DT	Trend	R	DT	Trend	Action	By Whom
In 2016-17 Learners felt least satisfied with the following:									
10	Students' Association influences change for better	80	-1	↓	58	-2	↓	Continue to support HISA Perth and ensure that they are able to provide effective support and representation for all students at Perth College UHI	SMT SA
14	Lecturers use different ways to help me learn	78	3	↑	58	2	↑	Learning and Teaching leaders to continue to cascade best practice	L&T Leaders
32	Know can get help with course queries from Curriculum Administration Team	80	3	↑	60	2	↔	Continue to work with students to improve their understanding of the role of the Curriculum Administration Team (CAT)	PATs CAT
In 2016-17 Learner satisfaction dropped in the following areas:									
38	Easy for me use own computer in the College	89	-2	↓	74	-3	↔	Raise student awareness of sources of pastoral support and career management, such as Student Services and PDPs.	PATs Course Reps HISA Perth Student Services
39	I know who ask for any personal problems	89	-2	↓	73	-3	↓		
53	I feel prepared to take my next step	90	-1	↓	73	-4	↓		
Additional areas of potential development and/or further improvement:									
25	I know what to do if I disagree with my marks	82	-2	↑	64	-2	↔	Ensure course reps and HISA Perth officers are familiar with relevant appeal procedures to support students	Quality SA
30	Staff involve me in scheduling of assessments	82	-2	↑	62	-2	↑	Learning and Teaching Leaders to promote 'Take 5' principles to embrace active learning.	L&T Leaders

Paper for Consideration

Subject: National Student Survey 2017: Brief Report

Author: Head of Quality

Date of paper: 14 November 2017

Date of meeting: 22 November 2017

Action requested of committee:

(Tick as appropriate) For information only: ☒
For discussion:
For recommendation/approval:

Cost implications:

(Tick as appropriate) Yes: No: ☒

Executive Summary:

The attached report gives a brief overview of the main outputs from the National Student Survey 2017. The result for Question 27 'Overall, I am satisfied with the quality of my course', is the key measure of the survey. The university's 'Overall satisfaction' of 79% has decreased in comparison to the UHI 2016 results (81%). Averages for Scotland (85%) and the UK (84%) have also slightly decreased. Perth College satisfaction rate however increased by 4% to 80%. The University of the Highlands and Islands ranks 16th out of the 21 institutions in Scotland who participated

Of the programmes that are delivered by Perth College the following all achieved an increased 'overall satisfaction' rate compared to 2016: Audio Engineering BSCh (100%), Music Business BAH (100%), Business HND (92%), Visual Communications HND (86%).

Popular Music BAH (71%) also achieved an increase in overall satisfaction (from 57%) but the score remains disappointingly low.

Accounting and Finance BAH (95%) have had results published for the first time this year, alongside Person-Centred Counselling and Psychotherapy DipHE (67%).

A number of programmes have experienced significant falls in overall satisfaction.: Applied Music BAH has fallen to our lowest score (down from 94% last year to 50%) along with Business and Management BAH (down from 77% to 56%), Drama and Performance BAH (down from 89% to 60%), Computing BSCh (down from 91% to 62%), Psychology BSCh (down from 84% to 67%), Accounting HND (down from 89% to 75%) and Aircraft Engineering BEngH (down from 93% to 78%).

Where a programme overall satisfaction was below the University average or had dropped by 10% or more the programme leader has been required to discuss this with the Dean of Faculty and College Quality Manager and develop an action plan for submission to the Dean of Students.

Information recorded in College minutes and papers is subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

Status of Papers **Open** ☒ **Closed**

An **open** item is one over which there would be no issues for the College in releasing the information to the public in response to a freedom of information request.

A **closed** item is one that contains information that could be withheld from release to the public because an exemption under the Freedom of Information (Scotland) Act 2002 applies.

The College may also be asked for information contained in minutes and papers about living individuals, under the terms of the Data Protection Act 1988.

Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? **Yes** ☐ **No** ☒

University of the Highlands & Islands

National Student Survey results 2017

1 About the survey

The National Student Survey (NSS) is a UK-wide survey of final year undergraduate students, conducted annually by Ipsos MORI. The core survey consists of 27 multiple-choice items divided into themed 'scales' covering different aspects of the student experience. Students are asked to indicate the extent to which they agree or disagree with various statements using a 5-point Likert scale (Definitely Agree/ Mostly Agree/ Neither/Mostly Disagree/ Definitely Disagree). Except for response rates, where percentages are cited within this report, they refer to the percentage of students selecting 'Definitely Agree' or 'Mostly Agree' for the individual NSS items, or for all items within a scale.

2 Changes to the NSS 2017 question set

Following an extensive review by HEFCE, the 2017 survey differs from that delivered in 2016, and previous years. The main changes to the survey are:

- An **increase** from 22 to 27 items within the core survey
- Removal of **five** items, including all items within the 'Personal development' scale
- Rewording of **nine** items
- Addition of **three new question scales**: learning opportunities, learning community and student voice

3 Summary of results

- The **response rate** decreased by 3% compared to 2016 (83%) with 559 of 699 targeted students responding to the survey (**80%**) although this compares favourably to the average response rate across the UK (68%)
- **Overall satisfaction (79%)** has decreased in comparison to the UHI 2016 results (81%). This appears to be linked to lower scores for Inverness College UHI, Lews Castle College UHI and North Highland College UHI
- Satisfaction with **Learning Resources** has improved on previous years, with improved scores for both library resources and course-specific resources
- The university is performing 3% above the Scottish sector for **Assessment & Feedback** with responses to the items concerning feedback being the most positive
- The university is performing below the Scottish sector for both **Learning Community** and **Student Voice**, which are new question scales for 2017

NSS item	UHI 2017	Scotland 2017	UK 2017	2016	2015
The teaching on my course	83	85	85	83	83
Q1. Staff are good at explaining things	86	90	89	86	86
Q2. Staff have made the subject interesting	83	84	83	82	81
Q3. The course is intellectually stimulating	82	86	85	81	81
Q4. The course has challenged me to achieve my best work	81	81	82	NEW FOR 2017	
Learning opportunities	82	82	84	NEW FOR 2017	
Q5. My course has provided me with opportunities to explore ideas or concepts in depth	84	84	84		
Q6. My course has provided me with opportunities to bring information and ideas together from different topics	85	85	85		
Q7. My course has provided me with opportunities to apply what I have learnt	77	79	81		
Assessment and feedback	72	69	73	72	73
Q8. The criteria used in marking have been clear in advance	69	71	73	78	76
Q9. Marking and assessment has been fair*	79	73	73	81	81
Q10. Feedback on my work has been timely*	64	65	73	62	65
Q11. I have received helpful comments on my work*	75	69	74	71	73
Academic support	79	78	80	80	81
Q12. I have been able to contact staff when I needed to	83	87	86	84	83
Q13. I have received sufficient advice and guidance in relation to my course*	80	78	79	80	82
Q14. Good advice was available when I needed to make study choices on my course*	73	70	75	76	77
Organisation and management	70	73	75	68	73
Q15. The course is well organised and is running smoothly	61	66	71	60	64
Q16. The timetable works efficiently for me*	78	79	79	75	82
Q17. Any changes in the course or teaching have been communicated effectively	69	75	77	69	72
Learning resources	78	86	85	68	73
Q18. The IT resources and facilities provided have supported my learning well*	76	84	83	80	81
Q19. The library resources (e.g. books, online services and learning spaces) have supported my learning well*	78	88	86	69	71
Q20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to*	81	87	86	65	69
Learning community	70	78	77	NEW FOR 2017	
Q21. I feel part of a community of staff and students	66	69	70		
Q22. I have had the right opportunities to work with other students as part of my course	75	87	84		
Student voice	64	66	69	NEW FOR 2017	
Q23. I have had the right opportunities to provide feedback on my course	81	85	84		
Q24. Staff value students' views and opinions about the course	77	74	76		
Q25. It is clear how students' feedback on the course has been acted on	53	53	60		
Q26. The students' union or guild effectively represents students' academic interests*	41	52	57	40	45
Q27. Overall I am satisfied with the quality of this course	79	85	84	81	80

Table 1: 2017 NSS results. % agree by individual item

*Items marked with an asterisk have a new wording for 2017

3.1. By academic partner

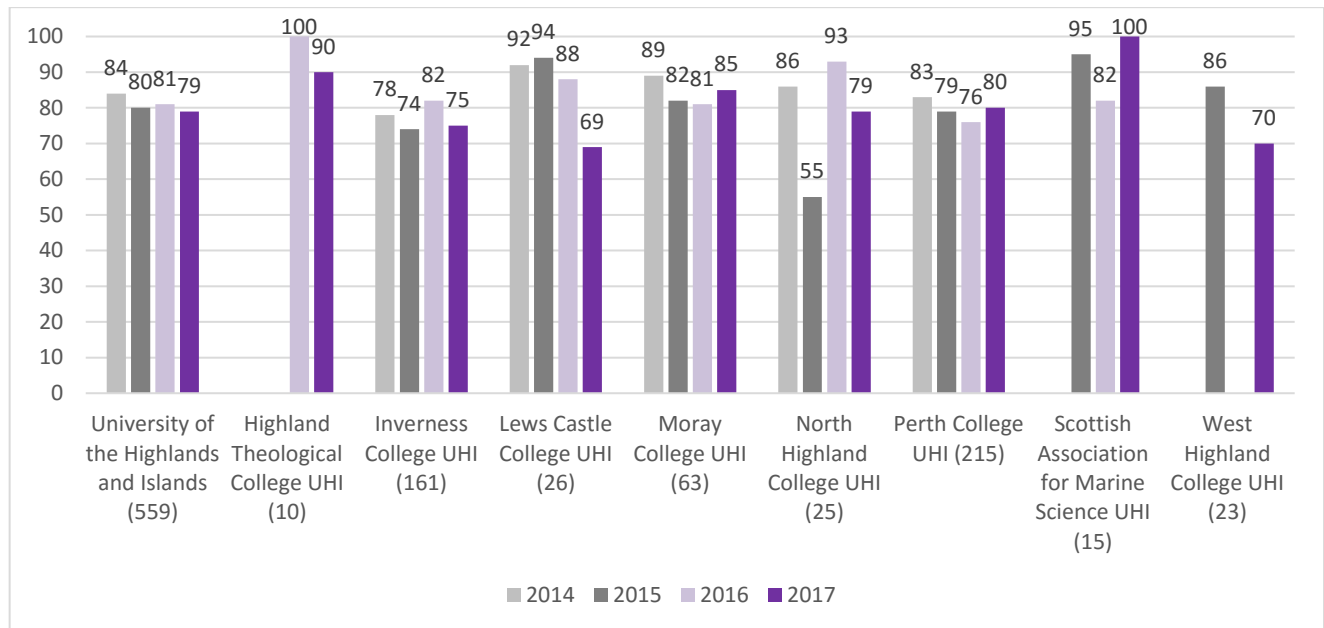


Figure 1: NSS results by academic partner 2014-2017: % agree for question 22/27: overall satisfaction. Number of respondents for 2017 are shown in brackets²

3.2. By subject network

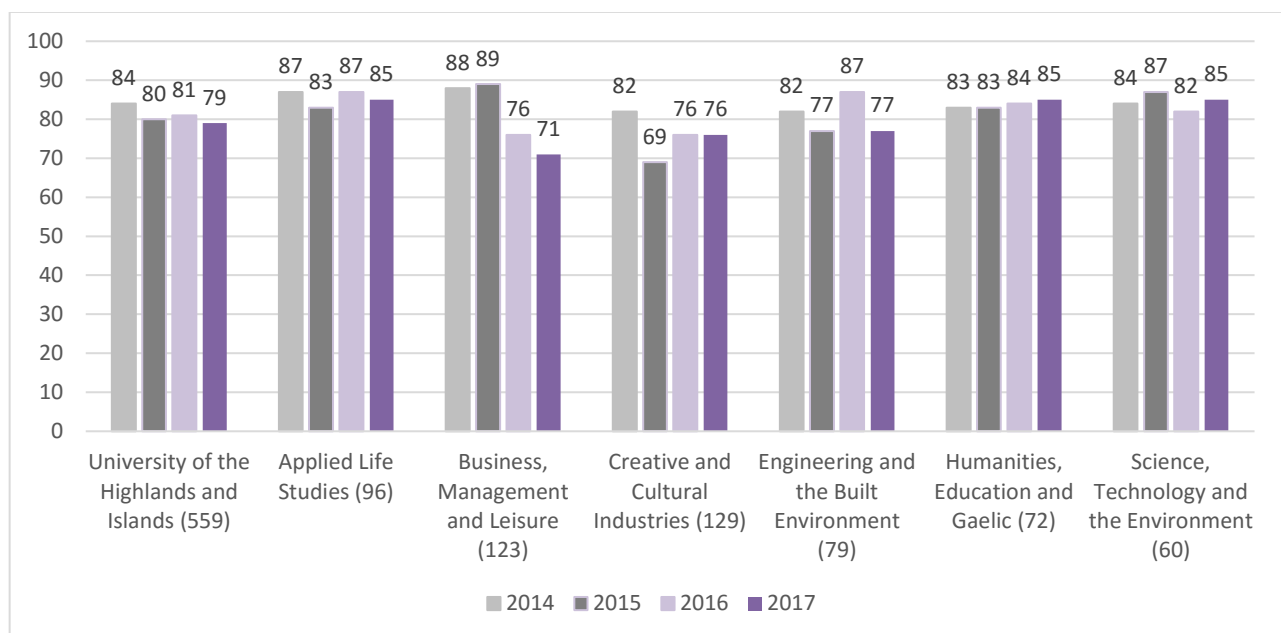


Figure 2: NSS results by subject network 2014-2017: % agree for question 22/27: overall satisfaction. Number of respondents for 2017 are shown in brackets³

² Results are not included for Argyll College UHI, Orkney College UHI, Shetland College UHI or Sabhal Mòr Ostaig UHI as the number of responses at these partners fell below the ten required for data publication. There were no students at NAFC UHI within the NSS pool for 2017.

³ Results for Computing and IT and Science, Environment and Rural Resource Management have been combined since 2016 to reflect the realignment across the subject networks. Results from previous years are also combined to provide an accurate comparison.

3.3. By programme

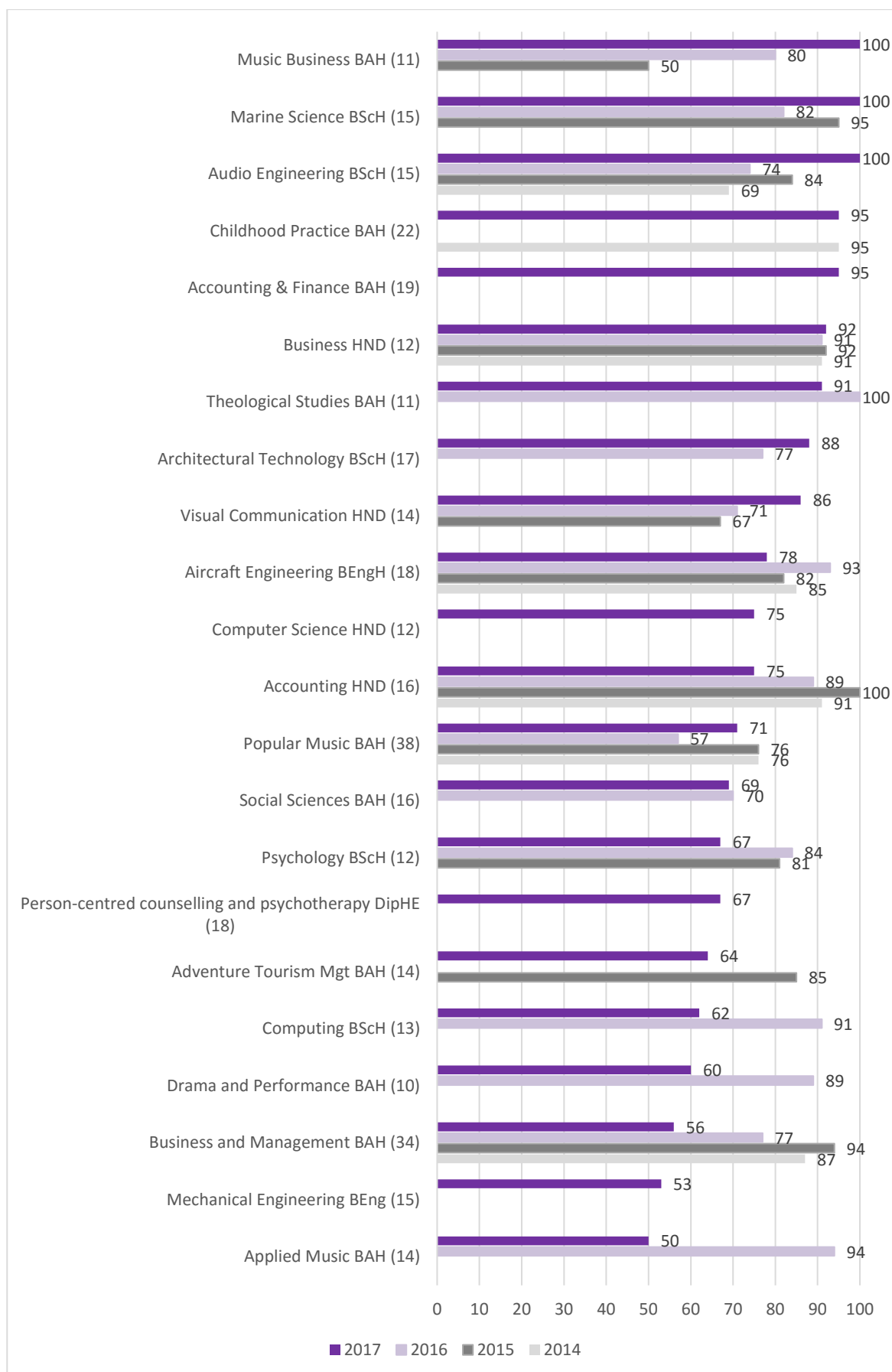


Figure 3: NSS results by programme 2015-2017: % agree for question 22/27: overall satisfaction. Number of respondents for 2017 are shown in brackets. Results are only available for programmes with > 10 respondents.

Paper for Consideration

Subject: Curriculum Strategy

Author: David Gourley

Date of paper: 12 November 2017

Date of meeting: 22 November 2017

Action requested of committee:

(Tick as appropriate) For information only:
For discussion: x
For recommendation/approval:

Cost implications:

(Tick as appropriate) Yes: x No:

Executive Summary:

Curriculum Strategy

This Strategy is developed in the context of the Perth College Vision 2021: Strategic Plan 2016-21 and aims to provide a framework for managing the curriculum portfolio over the next five years based on the college's

- Mission and Values
- External Drivers
- Strategic priorities.

It aims to be more proactive in curriculum design in order to meet the future skills and education needs of employers, locally, nationally and internationally.

Information recorded in College minutes and papers is subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

Status of Papers **Open** ☒ **Closed**

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Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? **Yes** ☐ **No** ☒

Strategy, Policy, or Procedure Approval – Committee Cover Sheet

Section A – to be completed by Owner/Lead Author

Document Title	QUAL069 Curriculum Strategy
Owner	Vice-Principal Academic
Lead Author	CBED
Status	Revised: major
Committee for Approval/ Endorsement	Endorsement
Summary of revisions made <i>to be completed by lead author</i>	Rewritten based on drivers from College Strategy and Government Policy
Consultation	CBP
Equality Impact Assessment	tbc

Section B – Record of Approval (to be completed by Clerk of Committee and forwarded to lead author and Quality Unit)

Committee	College Management Team	
Date of Meeting	27 th September 2017	
Decision	<i>Delete as appropriate:</i> Approved, Endorsed, Approved minor change*, Not approved, incomplete* <i>*Note of further revisions required:</i>	
If endorsed name of Committee to Approve	Academic Affairs	
Date sent to Committee		
Outcome of Committee consideration	<i>Delete as appropriate:</i> Approved, Approved minor change* <i>*Note of further revisions required:</i>	

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Curriculum Strategy 2017-2021

DRAFT

Also available in large print (16pt)
and electronic format.

Ask Student Services for details.

www.perth.uhi.ac.uk

Perth College is a registered Scottish charity, number SC021209.

Version Control History

Version Number	Date of Change	Summary of Revisions Made
3	September 2017	Tbc.....

DRAFT

Perth College UHI

Curriculum Strategy 2017 – 2021

Context

This Strategy is developed in the context of the Perth College Vision 2021: Strategic Plan 2016-21.

Vision:

To be an inspirational partner in economic and social transformation.

Mission:

To change lives through excellence in education, research and innovation, developing knowledge and skills and the experience to succeed.

Values:

Ambition, Integrity and Respect

Curriculum Strategy

The curriculum strategy supports the following aims and principles of the overall Vision 2021: Strategic Plan 2016-2021. The college curriculum strategy operates in conjunction with the wider curriculum strategies, mapping and funding for the Highlands and Islands Region

Key Principles

1. To maintain and where necessary improve upon access to our courses and support individuals to make informed choices which enhance transitions to positive destinations.
2. To ensure that our courses underpin the development of a skilled and highly qualified workforce with opportunities for up-skilling and re-skilling as informed by economic need.
3. To utilise and enhance our engagement with businesses for the benefit of students through curriculum design, the development of apprenticeships, the exchange of knowledge and opportunities for life-long learning.
4. To provide a high quality, relevant curriculum which promotes and embeds skills for life, learning and work for a proficient and adaptable workforce in regional, general and niche specialisms.
5. To ensure that students gain career management and employability skills that are sought after by employers and have the skills to be successful in their career choices.
6. To enhance the process of curriculum design through innovation and increased stakeholder co-creation.
7. To work effectively and efficiently to ensure the College and University thrives and prospers in environmentally, socially and financially sustainable ways.

Title: Curriculum Strategy
Version/Status: 3, Draft
Approved By/Date:
Effective Publication Date:

Owner: Vice Principal, Academic
Lead Author: Director of Curriculum and Business Engagement
Review Timing/Date: 4-5 years / 2020

8. To use our resources effectively when planning the curriculum to balance niche, specialist and regional provision.

External Drivers

This strategy is developed within the context of the following main drivers. These are not exhaustive and the curriculum offer will adapt and reflect emerging developments.

1 **Government Priorities**

The Scottish Government has identified five Strategic Objectives that underpin their Purpose and outline their vision for a Scotland we want to live in - a Scotland that is Wealthier and Fairer, Smarter, Healthier, Safer and Stronger and Greener.

The Scottish Government's Economic Strategy sets out a framework for a competitive and fairer Scotland. The economic regeneration of Scotland is the top priority of the Scottish Government who expects the college and university sectors to be key contributors in this. It recognises that Scotland's economic prosperity depends upon the strengths and talents of its people.

The refreshed Skills Strategy: Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth (October 2010) focuses on four priority theme of empowering people, supporting employers, simplifying the skills system and strengthening partnerships.

2 **Developing the Young Workforce –**

- Scotland's Youth Employment Strategy and implementation plan

3 **Demographics, Local and Regional Priorities**

- The Perth City Plan 2015-2035
- The Perth and Kinross Community Plan and Locality Action Plans
- Tay Cities Deal. Creating a Smarter and Fairer Region.
- Skills Investment Plans (SIPs) and Regional Skills assessments

4 **The Highlands and Islands Regional Tertiary Outcome Agreement 2017 -2020**

Main Aims

- 1. To maintain and where necessary improve upon access to our courses and support individuals to make informed choices which enhance transitions to positive destinations**

We will do this through:

- Offering a curriculum that is both accessible and inclusive.
- Adopting an approach where we provide Pathways into Careers with efficient learner journeys and articulation into and out of College courses and putting the student at the heart of everything we do.
- Providing access to delivery curriculum in ways and locations that suit our students and partners (a range of both physical learning locations and pedagogical styles).
- Working closely with external partners on Career Information, Advice and Guidance to enable students to make the most appropriate careers choices
- Ensuring that students develop career management skills for progression

- 2. To ensure that our courses underpin the development of a skilled and highly qualified workforce with opportunities for up-skilling and re-skilling as informed by economic need.**

We will do this through:

- Working with employers to determine their skills and training needs and using this information in curriculum design and delivery.
- Performing extensive analysis of external policy drivers, policy/legislation, economic factors, local market information and the skills landscape and using the results of this to inform curriculum design.
- Develop new innovative courses and Pathways into Careers where there is identified, or clearly perceived, demand, and remove courses as they reach the end of their period of currency.
- Perform systematic annual reviews of courses

3. To utilise and enhance our engagement with businesses for the benefit of students through curriculum design, the development of apprenticeships, the exchange of knowledge and opportunities for life-long learning.

We will do this through:

- Continue to increase our engagement with local and national businesses to inform curriculum design in order to produce work ready successful college leavers.
- Growing our external engagement for research and knowledge transfer and establishing new strategic partnerships.
- Offering effective and efficient apprenticeships (SDS – and commercially-funded) which meet employer needs at all levels
- Working with employers to develop specifically tailored courses to upskill and reskill existing employees.

4. To provide a high quality, relevant curriculum which promotes skills for life, learning and work for a proficient and adaptable workforce in regional general and niche specialisms.

We will do this through:

- The use of Business Intelligence in order to undertake a more proactive approach to curriculum design, to timely identify emerging opportunities and to meet future skills needs.
- By having a dynamic curriculum that is under regular review with regard to recruitment, attainment and employer demand for skills.
- Applying a systematic approach to reviewing curriculum to ensure relevance and coherence in our portfolio and to achieve the correct balance of niche specialist courses together with a broad based provision.

5. To ensure our students gain career management and employability skills that are sought after by employers and that they have the skills to be successful in their career choices.

We will do this through:

- Working with key strategic partners externally and developing a holistic internal approach to develop and enhance student career management skills and behaviours.
- Developing valued approaches to recognising and rewarding wider achievement.
- Working with employers to identify the skills, attributes and behaviours they are looking for in new employees and include their development in our course design at all levels.
- Working with a range of qualification awarding bodies and professional bodies to ensure that students are working towards industry-recognised awards

6. To enhance the process of curriculum design through innovation and increased stakeholder co-creation.

We will do this through:

- Working closely with employers to design, develop and deliver high quality learning products both to up-skill employees and to make sure a strong talent pipeline is in place for their businesses and sector.
- Develop innovative new courses and Pathways into Careers that have their own unique selling points and stand out from courses offered by other providers.

7. To work effectively and efficiently to ensure the College and University thrives and prospers in environmentally, socially and financially sustainable ways.

We will do this through:

- Developing and strengthening strategic alliances to ensure that national, regional and local employer and stakeholder needs are identified and acted upon timeously and purposively and to help create sustained social, economic and cultural growth.
- Encouraging a culture of innovation and enterprise within our staff.
- Performing comprehensive curriculum reviews that includes analysis of performance indicators, recruitment, delivery costs and present and future employer demand for skills.

8. To use our resources effectively when planning the curriculum to balance niche, specialist and regional provision.

We will do this through:

- Tertiary regional planning to identify and implement appropriate funding sources.
- Ensuring effective estate and equipment utilisation.
- Ensuring that we have a staff skills profile which aligns with our curriculum need.
- Ensuring effective skills utilisation of our staff.
- Developing efficient and effective curriculum delivery approaches.

How will we know that we are achieving our goals?

We will know how well we are delivering on our principles, achieving our aims and mission and working towards our vision through:

- The College's Quality Assurance Processes
- Operational Planning
- Curriculum Review and Implementation
- Review of Key Performance Indicators (KPIs)
- The Regional Outcome Agreement
- Destination Surveys
- Stakeholder engagement
- Progression Statistics

DRAFT

Paper for Consideration

Subject: Curriculum Plans and Chart of Courses

Author: David Gourley

Date of paper: 11 November 2017

Date of meeting: 22 November 2017

Action requested of committee:

(Tick as appropriate) For information only:
For discussion: ✓
For recommendation/approval:

Strategic area(s): Curriculum

Cost implications:

(Tick as appropriate) No:

Executive Summary:

Perth College UHI's Curriculum Strategy reflects and is aligned to the skills supply needs in Perth and Kinross, its travel to work area and the Highlands and Islands region as a whole. The regional skills assessments (RSAs) for Tayside and the Highlands and Islands along with Developing the Young Workforce – "Scotland's Youth Employment Strategy" are used as drivers to direct academic development, planning and delivery of the curriculum. The RSAs for both regions are indicating that the important areas for skills demand are Healthcare and Leisure, Food and Drink, Tourism and Hospitality, Creative Industries and Engineering/Sustainable Energy and this is reflected in our curriculum planning where we are offering subjects in these areas from introductory level to degree or master's degree level.

The Developing the Young Workforce (DYW) strategy is influencing the colleges approach to vocational education and preparing young people for employment by ensuring a work relevant educational experience. This involves working more closely and purposefully with schools and employers to make this happen. One of the biggest impacts of DYW is the delivery of Foundation Apprenticeships (FAs). This will enable young people working towards a Foundation Apprenticeship to gain knowledge, skills and hands-on industry experience at college and with a local employer. The knowledge, skills and hands on experience will give the young person the option to apply for accelerated entry to a Modern Apprenticeship; make their application and personal statement for college or university stand out from the crowd; take part in work experience in industry; develop useful industry contacts and improve their job prospects after leaving school. Next academic year we plan to offer brand new FAs in Accountancy, Food and Drink Operations and Scientific Technologies as well as our existing provision in Engineering, Civil Engineering, Business Skills, Digital Creative Media, Childcare and Young People.

The other major curriculum development is the Food, Nutrition and Textiles Education degree. This course is aimed at those wishing to pursue a career as a home economics teacher in a secondary school. This contemporary programme is unique in Scotland, as it combines academic study in food, nutrition, textiles and education with vocational training as a teacher in secondary schools within the four year programme of study.

The programme has two pathways.

- Full four-year honour degree
- HNC Professional Cookery route into year two of the degree.

Attached to this paper is a chart of courses that maps out our curriculum provision for next year and illustrates how we have a cohesive and progressive curriculum that ranges from school link level and runs all the way up to post-graduate level that meets skills needs of region and the travel to work area of Perth.

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Status of Papers **Open** ✓ **Closed** ☐

An **open** item is one over which there would be no issues for the College in releasing the information to the public in response to a freedom of information request.

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Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? **Yes** ☐ **No** ✓

SCQF Level												Additional Comments (incl Potential Future Provision)
Sector Area	1	2	3	4	5	6	7 HNC	8 HND	9 Deg Yr3	10 Deg Yr4	11 PG	
Business, Management, Computing and Leisure (Catherine Etri)						PDA Insurance	HNC Accounting or HNC Business or HNC AIT (incl PDAs)	HND Accounting or HND Business or HND AIT (incl PDAs)	Accounting and Finance (BA) or Business & Management (BA)	Accounting and Finance (BAH) or Business & Management (BAH)	Business Administration/ Aviation (MBA)	
				VQ Customer Care	NC Business (including NPA's)							
					NC Administration (including NPA's)							
					NC Accounting							
					NPA Employability and Enterprise	FA Business Skills or FA Accountancy						
							Introduction to Book-keeping or Accounting and Economics					
						CMI Diploma in First Line Management		CMI Diploma in Management & Leadership			CMI Diploma in Strategic Management & Leadership or MBA Business & Management or MBA Aviation	
				NPA Web Design Fundamentals / NPA Networking	NQ Computer Technologies		HNC Computing	HND Computer Science	Computing (BSc)	Computing (BScH)	PG Cert Web Technologies or MSc Computer Science and Web Technologies	
				NPA Computer Games Development	NPA Computer Games Development	NPA Computer Games Development	Computing Modules					
				SVQ Hospitality or SVQ Prof Cook	SVQ Prof Cook / SVQ Hospitality	SVQ Prof Cook	HNC Hospitality or HNC Professional Cookery or Food, Nutrition and Textiles Education (Cert. HE)	HND Hospitality Management or HND Professional Cookery or Food, Nutrition and Textiles Education (Dip HE)	Hospitality Management BA	Hospitality Management BA (hons)	BAH Culinary Arts 2018-19	
				SFW Hospitality (The Hotel Inspector) or NPA Bakery	SFW Hospitality (The Hospitality Entrepreneur) or NQ Professional Cookery (Come Dine with me)	FA Food and Drink Operations		Food, Nutrition and Textiles Education BA (2019-2020)	Food, Nutrition and Textiles Education BA (hons)(2020-2021)			
				Passport to the Fitness Industry	NC Sport and Fitness (Indoor)	NQ Sport and Fitness	HNC Coaching and Developing Sport or Cert HE Sport and Fitness or HNC Fitness, Health and Exericse or HNC Soft Tissue Therapy or Sport and Fitness (Cert HE) or Outdoor Education and Learning (Cert HE)	HND Coaching and Developing Sport or HND Fitness, Health and Exericse or HND Sports Therapy or Sport and Fitness (Dip HE)	Sports Management (BA) or Sport and Fitness (BA)	Sports Management (BAH) or Sport and Fitness (BAH)		
					NC Sport and Fitness (Outdoor)	NQ Outdoor Adventure						

SCQF Level											Additional Comments (incl Potential Future Provision)
Sector Area	1	2	3	4	5	6	7 HNC	8 HND	9 Deg Yr3	10 Deg Yr4	11 PG
					Work Based SVQ's						

SCQF Level												Additional Comments (incl Potential Future Provision)
Sector Area	1	2	3	4	5	6	7 HNC	8 HND	9 Deg Yr3	10 Deg Yr4	11 PG	
Creative and Cultural Industries (Lorenz Cairns)			Language School Courses (Cambridge Certified & SQA)									MA Creative Practice - future potential MIS Scheme (Introduction of Cert HE) - future potential BAH Contemporary Music Production - future potential
						NC Art and Design	HNC Visual Communication or HNC Contemporary Art Practice	HND Visual Communication or HND Contemporary Art Practice	Visual Design and Communication (BA) or Contemporary Art and Contextual Practice (BA)	Visual Design and Communication (BAH) or Contemporary Art and Contextual Practice (BAH)		
						Higher Photography						
						NC Music or NC Sound Production	Applied Music (Cert HE)	Applied Music (Dip HE)	Applied Music (BA)	Applied Music (BAH)		
							HNC Music or HNC Musical Theatre or HNC Music Business or HNC Sound Production or HNC Technical Theatre	Music (Dip HE) or Music Business (Dip HE) or Audio Engineering (Dip HE) or HND Technical Theatre or HND Musical Theatre	Music (BA) or Music Business (BA) or Audio Engineering (BSc)	Music (BAH) or Music Business (BAH) or Audio Engineering (BSch)	Music MMus / Composition for Film, TV and Media Mmus	
					NQ Access to Music and Sound	NQ Techincal Theatre or NPA Musical Theatre or NPA Music Business						

SCQF Level												Additional Comments (incl Potential Future Provision)
Sector Area	1	2	3	4	5	6	7 HNC	8 HND	9 Deg Yr3	10 Deg Yr4	11 PG	
Science, Technology, Engineering and Maths (STEM) (Jennifer Thompson-Young)				Engineering Hub Partnership			HNC Aircraft Engineering or Aircraft Engineering (Cert HE)	HND Aircraft Engineering or Aircraft Engineering (Dip HE)	Aircraft Engineering (BEng) or (MEng)	Aircraft Engineering Beng (BEngH or MEngH)	MSc Air Transport Mgt/ MBA Aviation / MEng Aircraft Engineering	HNC/D Electrical - future potential
									Air Traffic Management (BSc)			
				NQ Basic Practical Engineering	NC Engineering Practice L5	NC Engineering Practice L6	HNC Engineering Systems or Cert HE Engineering Scheme	HND Engineering Systems or Dip HE Engineering Scheme	BEng Engineering Scheme	BEngH Engineering Scheme	MEng Engineering Scheme	
					VQ Performing Engineering Operations	FA Engineering					MEng Engineering Scheme	
					WB VQ Engineering							
				Intro to College - Health Wellbeing & Care; Intro to College - Science, Tech & Business	Gateway to Highers	Access to Sci/Tech/Hlth Degree	HNC Applied Sciences (incl Pathway to Medicine) and Cert HE	Applied Sciences (Dip HE)	Applied Sciences BSc	Applied Sciences BSc (Hons)		
				S2 STEM Food and Drink		NPA Food Man						
				NC Intro to Horticulture	NC Horticulture	FA Scientific Technology	Cert HE Environmental Science	Dip HE Environmental Science	BSc Environmental Science	BSC Environmental Science (Hons)	MSc Sustainable Development Scheme	
				Environmental Academy			Cert HE Sustainable Development	Dip HE Sustainable Development	BSc Sustainable Development	BSC Sustainable Development (Hons)		
					NPA Construction: Multi Skills	NC Built Environment	HNC Construction Management					
					NPA Construction Crafts	FA Civil Engineering						
					NPA Carpentry & Joinery	WB SVQ Carpentry & Joinery	PDA Advanced Certificate Carpentry & Joinery					
					NC Electrical Engineering	WB SVQ Electrical Installation		HNC Engineering Systems or Beng Electrical scheme				
					NPA Plumbing	WB SVQ Plumbing						
			Stay Safe and Legal: An Intro to Responsibilities of Vehicle Ownership	Access to Vehicle Body and Repair	Diploma in Body Repair/Paint Refinishing	Diploma in Body Repair/Paint Refinishing	HNC Engineering Systems or Cert HE Engineering Scheme	HND Engineering Systems or Dip HE Engineering Scheme	BEng Engineering Scheme	BEngH Engineering Scheme		
				Access to Vehicle Maint and Repair	Diploma in Vehicle Maint and Repair	Diploma in Vehicle Maint and Repair						
					WB VQ Mechanical and Body Repair							

SCQF Level												Additional Comments (incl Potential Future Provision)
Sector Area	1	2	3	4	5	6	7 HNC	8 HND	9 Deg Yr3	10 Deg Yr4	11 PG	
Applied Life Studies (Eleanor Brown)		New skills	Stepping In/ Out	Next Steps 2 Learning (incl ESOL Next Steps)	Return to Learn	Progression to any appropriate prog or work						
			New Opportunities		Return to Work	Progression to any appropriate prog or work						
			Employability Programme									
			Community PT Certified Programmes									
				Intro to College - Health Wellbeing & Care; Intro to College - Science, Tech & Business	NQ Care	NC Health and Social Care Care or NQ Access to Nursing	HNC Care & Admin Practice or HNC Social Services or Health Studies (Cert HE)	Health Studies (Dip HE)	Health Studies BA	Health Studies BA (Hons)		
							Nature of Health Module					
						COSCA Counselling	Person Centred Counselling and Psychotherapy Dip HE					
					Intro to Humanities and Social Sciences	NQ Access to Humanities	HNC Social Sciences or Social Science (Cert HE)	Social Sciences (Dip HE)	Social Sciences BA	Social Sciences BA (Hons)	MSc Interpretation: Mgt and Practice/ PGC Research methods	
							Understanding the Social World Module					
							Archaeology (Cert HE)	Archaeology (Dip HE)	Archaeology (BA)	Archaeology (BAH)		
							History / Scottish History (Cert HE)	History / Scottish History (Dip HE)	History / Scottish History BA	History / Scottish History BA (Hons)	BAH Politics 2019-20 BAH Criminology 2019-20 MSc Psychology - future potential	
							Sociology and Politics (Cert HE)	Sociology and Politics (Dip HE)	Sociology and Politics BA	Sociology and Politics BA (Hons)		
							Sociology and Criminology (Cert HE)	Sociology and Criminology (Dip HE)	BA Sociology and Criminology	BAH Sociology and Criminology		
							Psychology (Cert HE)	Psychology (Dip HE)	Psychology BA	Psychology BA (Hons)		
							Literature (Cert HE)	Literature (Dip HE)	Literature BA	Literature BA (Hons)		
							Philosophy, Politics & Econ (Cert HE)	Philosophy, Politics & Econ (Dip HE)	Philosophy, Politics & Econ (BA)	Philosophy, Politics & Econ (BAH)	Med Education/ MEd Dig Pedagogy or Primary Teaching PGDE	
								Higher Psychology and/or Higher Philosophy	↓ all of the above	↓ all of the above		↓ all of the above

SCQF Level												Additional Comments (incl Potential Future Provision)
Sector Area	1	2	3	4	5	6	7 HNC	8 HND	9 Deg Yr3	10 Deg Yr4	11 PG	
				Passport to Childcare	NQ Playwork and Childcare (incorporating NPA)	NC Early Education and Childcare	HNC Childhood Practice or Child and Youth Studies (Cert HE) or Childhood Practice (Cert HE)	Child and Youth Studies (Dip HE) or Childhood Practice (Dip HE)	Child and Youth Studies (BA) or Childhood Practice (BA)	Child and Youth Studies (BAH) or Childhood Practice (BAH)		HNC/D Complementary Therapies (future potential)
					NPA Playwork & Childcare	Higher Childcare and Development						
					SFW Early Education and Childcare	FA Social Services (Children and Young People)						
					NPA Playwork & Childcare	PDA Education Support Assistant						
					NC Beauty Care and Makeup	NC Beauty Care	HNC Beauty Therapy	HND Beauty Therapy				
						NC Wellness Therapies						
						Higher Beauty						
				VTCT Level 1 Diploma in Hairdressing	NVQ Hairdressing	NVQ Hairdressing	PDA Innovations in Hair Design					
			Introduction to Hairdressing	SFW Hairdressing	SFW Hairdressing							
					Off site VQ/NTP (including Hairdressing & Health subjects)							

Paper for Consideration

Subject: Student Recruitment

Author: Deborah Lally

Date of paper: 7 November 2017

Date of meeting: 22 November 2017

Action requested of committee:

(Tick as appropriate) For information only:
For discussion: ✓
For recommendation/approval:

Cost implications:

(Tick as appropriate) Yes: ✓ No:

Executive Summary:

Further Education

Overall our target is 24981 credits, this is made up of 23781 Core and 1200 ESF. To date, our first quarterly statutory return to SFC indicates a current position of 25229 credits (+248 against overall target). This time of year is crucial for funding cut off dates and we do envisage this figure fluctuating as withdrawals come through the system and part-time courses continue to be delivered throughout the rest of the year. We do predict meeting our target for both Core and ESF.

Higher Education

Overall our UHI target is 1975 FTEs. To date calculations are indicating a position of 1922 FTEs (-53). We did not recruit well in the areas of Engineering and Aircraft Engineering. With the support of increased part-time enrolments in other areas we have managed to minimise the impact of what the gap could have been. We are planning to run January start courses to reduce the gap even further.

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Status of Papers **Open** ✓ **Closed** ☐

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Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? **Yes** ☐ **No** ✓

Subject: Developing the Young Workforce Update (DYW)

Author: David Gourley

Date of paper: 5 November 2017

Date of meeting: 22 November 2017

Action requested of committee:

(Tick as appropriate) For information only:

For discussion: x

For recommendation/approval:

Cost implications:

(Tick as appropriate) Yes: ☒ No: ☐

The development of activity in the area of DYW is core activity to the college, and we continue to work with partners in schools, SDS, businesses and PKDYW Board to progress enhanced vocational outcomes for young people.

There is positive progress overall with good engagement with schools, growing apprentice numbers and wider business engagement.

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Status of Papers Open ☒ Closed

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Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? Yes ☐ No ☒

DYW Group Update

Good progress with initiatives and engagement has been made across the groups key stakeholders. The Resolutions mentoring programme, a core part of the strategy presented to the National Group, is now confirmed, allowing the group to support a key group of young people who are most at risk of unemployment. The group is continuing its programme of targeting key sectors, and the construction showcase event in Kinross highlighted the highly skilled roles available. This is particularly important for the Perth and Kinross region, which will see significant housing and infrastructure development over the next decade. Visits by Scottish Government ministers to see at first hand the impact of group activity has helped maintain the profile of the local partnerships. The group also strengthened the insight and experience of its Board with the addition of a representative from the care sector in rural Perthshire. In late September, the Chair of the Board Steve Stewart spoke at the launch of the 2017 Career Ready programme for Perth and Kinross on the theme of community and how the wider package of young workforce initiatives could benefit both young people and local employers. Looking ahead, the group are about to undertake a detailed survey amongst its Board members to identify what is working well, areas for improvement in its effectiveness and identifying gaps that that need to be filled.

Communication activity during the past 2 months have included:

- Co-ordinated construction activities in September received coverage in the local press and the group's chair was interviewed for Radio Scotland's breakfast show by Jamie McIvor.
- Meetings with Jamie Hepburn and John Swinney have also both been picked up by the local press helping to raise awareness.
- The group supported Glasgow's #nowrongpath campaign and found that it continues to resonate locally with schools and employers using the hashtag and mentioning it at events and in meetings.
- The group had an article printed in a regional magazine, The Quair, targeted at small employers in the local area helping to increase its profile.
- Members of the group regularly attend and speak at regional networking events where they meet small local employers who are beginning to offer work placements and job adverts to promote.

Achievements

The Resolutions mentoring programme pilot has been confirmed in 4 schools for S4 pupils who have become disinterested in school and risk ending up in a negative destination. This has been achieved through local consultation with the LA, employer organisations (Chamber of Commerce, FSB and Growbiz) and head-teachers with programme support from Barclays, Insights and Entrepreneurme. This has resulted in the group being able to start an exercise to match entrepreneurial small business owners with 24 pupils across 4 schools as a pilot of this newly developed resources.

A Help@Hand parental engagement event for parents of pupils with significant additional support needs has been held where a parent volunteer & an employer talked about work experience and positive transitions and this has resulted in a greater understanding of the needs of these young people. This has also enabled the start of targeted activity around more employer support for pupils with ASN.

The group organised the Institute of Civil Engineering's Build a Bridge Project with the support of engineers from Balfour Beatty and Perth Transport Futures and hosted by St John's Academy. This resulted in 189 P6/P7/S1 pupils having a session building a suspension bridge, learning about civil engineering, local projects and overall promoting careers in civil engineering.

The group organised a showcase of Kinross High School's Design/Engineer/Construct programme to teachers and industry. 40 people attended this event to see the best practice in partnership and the outcomes for the pupils. Several construction firms were also identified for follow up to support local schools.

The group facilitated a meeting with employers and Perth College UHI to underwrite support for Foundation Apprenticeships input and placements. This involved bringing the interested parties together (Aviva, SSE, Perth College UHI) to discuss the needs, challenges, rewards and benefits for all stakeholders involved in this programme. This resulted in an agreement to support the pilot intake of the Business Skills Foundation Apprenticeship.

GROUPS KPI REPORT

Group:	Perth and Kinross	Reporting Period:	April 17 – Sept 17	Date of Report:	24/10/2017
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KPI:	Baseline	Target (Sept 17)	Current Status	Comments
Proportion of employers offering work placements to young people (school, college & other programmes)	10.3% (616)	15% (900)	630	<p>Despite the full team not being in place until June 2017 we have maintained this figure with new employers replacing those that have dropped away.</p> <p>The key period for canvassing employers for placements to fit with school calendars is February, when we will launch a regional recruitment campaign to further increase support.</p>
Proportion of employers offering work inspiration/other activities (school visits, workplace visits, mentoring)	18% (1100)	25% (1,500)	1100	<p>Again, despite the relatively recent set up of the executive team this number has been maintained with around 50 new employers having been contacted</p> <p>Importantly we have stimulated increased activity from existing employers thereby benefiting larger numbers of young people.</p> <p>A new CRM is being created so that all activity by existing and new contacts can be accurately recorded from 2018 onwards. The employer's sector will also be recorded to ensure activity is representative of our local economy.</p>

No. of secondary schools in a partnership with employers	10	10	10	4 new 'gold' partnerships have been developed
No. of secondary schools with 2 or more "gold" level partnerships	0	5	4	Crieff Hydro, Entier, House of Bruar, WSP
Percentage of employers recruiting MA's aged 16-24	3.45% (207)	3.6%	3.77% (226)	
Percentage of small and micro businesses recruiting MA's aged 16-24	3.12% (184)	3.3%	3.37% (199)	
No. of young people entering MA's (16-19)	380	400	616	This is reflected in the increased proportion of young people entering employment direct from school.
No. of employers achieving Investors in Young People accreditation	9	30	10	No new employers have been achieved. Meeting to take place with new Remarkable team to promote funding offer.
No. of young people enrolled on Foundation Apprenticeships	8	20	43	Actual 17/18 - 35 new starts plus 8 continuing into Year 2

Proportion of young people entering employment direct from school	24.1%	25%	28%	SLDR released on 7 th March 2017
No. of employers offering work based activities to young people with barriers to employment/at risk of negative destination	To be established	Targets to be set once baseline established		The identification and recording of this baseline and target will be finalised upon set up of our new CSR database which flags canvassed employers who are prepared to support young people with barriers.
No. of Young People experiencing enterprise education & activities	To be established	Targets to be set once baseline established		<p>Paper being prepared for board approval December 2017 focused on</p> <ul style="list-style-type: none"> • enhancing existing enterprise activity with employer support and future-focused sector challenges • supporting and highlighting routes to self-employment and enterprise creation post-school

Paper for Consideration

Subject: Balanced Scorecard Update

Author: Deborah Lally

Date of paper: 14 November 2017

Date of meeting: 22 November 2017

Action requested of committee:

(Tick as appropriate) For information only: x
For discussion:
For recommendation/approval:

Cost implications:

(Tick as appropriate) Yes: No: x

Executive Summary:

The attached paper is the new Balanced Scorecard, aligned with the aims and measures for the new strategic plan Vision 2021, outlining where possible, the final measures for AY 2016-17.

Where it has been possible to collect data for 2016-17 this has been entered in the relevant column. This data is only indicative of progress so far and, unless stated otherwise, is not finalised so should not be viewed as an indication of the college's absolute progress towards a particular measure. Measures are categorised as Red (worsening), Amber (stable) or Green (improving) based on current performance.

Baseline data has been obtained from data collected for 2015-16. Several of the measures this year have been reworded or are new measures. New measures have been identified (NM).

The relevant measures that have been updated and are being presented for information have been highlighted in yellow for ease of identification.

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Status of Papers **Open** ☒ **Closed**

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Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? **Yes** ☐ **No** ☒

Perth College UHI Balanced Scorecard for Vision 2021: Strategic Plan 2016-21

No	Vision 2021 Scorecard Measure	Measure	Baseline 2015-16	2016-17 Trend	2017-18 Trend	Comments
Students and staff achieving their potential						
1	Students:	Students:		5		
	a)Number of full-time FE learners undertaking programmes with an element of substantial work experience or volunteering opportunity	a) Number of FT programmes that offer opportunities for work experience of equivalent to 1 unit or more	20	24		
	b)Number of apprenticeships	b) Number of students undertaking apprenticeships (total):	348	355	299	2017-18 figure indicative only, accurate as at the end of Sept 2017. Overall the number of apprenticeships increased in 2016-17 from the baseline by 7. The number of SDS funded MAs increased by 30, but this was matched by a drop of 23 non-SDS funded apprenticeships.
		i) SDS-funded	145	175	147	
		ii) Non-SDS Funded	203	180	152	
	c)Vocational qualifications delivered to senior phase pupils	c) Number of Vocational qualifications delivered to senior phase pupils	75	145		New measure for 2016-17. 2016-17 saw the number of vocational qualifications delivered to senior phase pupils almost double from the baseline, with an increase of 70 (an increase of 93%)
2	Perth College students moving on to positive destinations (including progressors)	Proportions of FT students entering positive destinations (including progressors) in:				
		i) HE	93.0%			2016-17 data tbc Feb 2018
		ii) FE	84.4%			2016-17 data tbc Feb 2018
3	Staff:	Staff:				
	a)Number of staff days spent on CPD/year	a) Number of staff days spent on CPD/year (average per head)	5.3	4		
		b)Proportion of staff with teaching qualifications	b) % of permanent staff with TFQE or equivalent.	84%	88%	
	c)Numbers of staff presenting papers at conferences and number of publications	c) Numbers of				
		staff presenting papers at conferences	19	19	5	New measure for 2016-17. Final values for 2016-17 are yet to be confirmed, but are not expected to alter significantly from those presented here. Values for 2017-18 are indicative of progress and are accurate up to end Sept 2017 and based on data received from the current Research Activity Co-ordinator and from HR CPD database.
		number of publications	8	8	14	
	Student satisfaction					
4	Track FE and HE student satisfaction through national student surveys:	The proportions of students overall satisfied with college experience in:				
	a) Student Satisfaction and Engagement Survey	a) Student Satisfaction and Engagement Survey	93%	95.0%		
	b) National Student Survey	b) National Student Survey	76%	80.0%		

Perth College UHI Balanced Scorecard for Vision 2021: Strategic Plan 2016-21

5	Proportion of classes with a student representative or agreed structure	Proportion of classes with a student representative or agreed structure	HE = 52% FE = 34%	HE = 52% FE = 34%		New measure for 2016-17. There are 128 Higher Education (HE) classes (containing 5 or more students) and 172 Further Education (FE) classes. We seek to optimise the number of classes that elect Class Reps, and this year achieved 52% of all HE classes and 34% of all FE classes, giving a total of 41% of classes represented by 267 Class Reps (continuing a 4 year upward trend in representation)
6	End of year Student survey outcomes:	Proportions of students that agree or mostly agree with the statements from the End of Year Student Outcomes (SSES) :				
	a) Course/achievement	i) The course was what I expected (prev. I am satisfied with my course)	84%	89.0%		Rating baseline: (i) 65, (ii) 73. Satisfaction with course and achievement remained stable from theat in 2015-16, with satisfaction in the course increasing by 5 percent points and achievement by 1.
		ii) I am achieving what I set out to do	91%	92.0%		
	b) Destination	i) I am aware what I can do after my course	92%	91.0%		Rating baseline: (i) 78, (ii) 77. Satisfaction in outcomes relating to destination of colleges leavers also remained stable from 2015-16, with both measures showing a decrease of only 1 percent point.
		ii) I feel prepared to take my next steps	91%	90.0%		
	c) College	i) I would recommend the College to a friend	92%	94.0%		Rating baseline: 78. There was a small increase in 2016-17 in the percentage of students agreeing that they would recommend the college to a friend.
Student activity measures						
7	Recruit to published targets for :	Meet published FTE recruitment targets for:				
	a) FE	a) FE	26010	25368		2016-17 Target of 26,067 is broken down as follows: Core target = 23867 and ESIF = 1,200. Core recruitment targets are met but the trend is downward for FE
	b) HE	b) HE	1885.9	2002.6		
8	Track progress towards providing a system of learning that is widely accessible and diverse by analysis of data as follows: age, gender, postcode, protected characteristics and care experienced subject area, numbers from schools with highest rates of negative destinations	Recruitment of learners from the following protected characteristics in FE courses (Enrolments and Credits = Es and Cs):				
		i) SIMD20	Es=347 Cs=3108	Es = 347 Cs = 3108		New measure for 2016-17.
		ii) Care Experienced	Es = 63 Cs = 737	Es = 63 Cs = 690		
		iii) Minority Ethnicity	Es = 441 Cs = 4461	Es = 461 Cs = 4474		
		iv) Disability	Es = 945 Cs = 6536	Es = 1022 Cs = 6545		
		Number of courses with a gender ratio of greater than 3:1 (75/25 split)	33	34		2015-16 Total Enrolments = 946 (33% female). Total FE Credits 5961 (12% female); New measure for 2016-17.
9	Track retention and attainment of all full time and part time funded college programmes	FE RETENTION				
		a) of students in courses over 160h (inc. FT):				
		i) Overall	83.6%	82.11%		New measures for 2016-17. Remained mostly stable for 2016-17 compared to baseline (2015-16), with a drop in retention of FE students from SIMD20 and an increase in care experienced learners. Variances greater than 3pp were coloured red or green accordingly.
		ii) SIMD20	84.7%	76.81%		
		iii) Care Experienced	62.5%	67.35%		
		iv) Minority Ethnicity	89.9%	89.51%		
		v) Disability	82.4%	80.09%		

Perth College UHI Balanced Scorecard for Vision 2021: Strategic Plan 2016-21

		vi) Gender	F: 80.3% M: 86.6%	F: 79.79% M: 84.18%		
		b) of FT FE students	80.1%	79.08%		New measure for 2016-17. The retention of FT FE learners remained stable with only a slight drop of 1.02pp
		FE ATTAINMENT				
		a) Proportion of Day 1 attainers for courses over 160h (inc. FT):				
		i) Overall	72.50%	69.54%		New measures for 2016-17. Proportions of Day 1 attainers (FE only) dropped in all categories except those learners identified as care experienced, which increased by 7.2 percent points (pp) compared to the 2015-16 baseline. The gap between proportions of male and female day 1 attainers widened in 2016-17 (10.7pp difference) compared to 2015-16 baseline (9pp). Categories that varied by less than 3pp from the baseline have been identified as amber/stable. Variances greater than 3pp are coloured red or green accordingly.
		ii) SIMD20	71.40%	65.70%		
		iii) Care Experienced	47.90%	55.10%		
		iv) Minority Ethnicity	86.50%	83.22%		
		v) Disability	69.20%	66.60%		
		vi) Gender	F: 67.8% M: 76.8%	F: 63.95% M: 74.68%		
		b) Proportion of Day 1 attainers for FT FE courses	72.70%	68.54%		New measure for 2016-17. The proportion of Day 1 attainers for FT FE reduced by 4.2pp from the baseline.
Sustainability						
10	Financial:	Record:				
	a) Outturn	Achieve a break-even underlying operating position	-£4,000			Baseline Underlying Operating Position' (2015-16) was a deficit of £-4k, which was negligible in terms of % of total income (0.017%). 2016-17 data not yet available, but will be when the draft set of management accounts are completed.
	b) Gross carbon footprint	Gross carbon footprint	1864 tCO2	1681tCO2		The Climate Change (Scotland) Act 2009 suggests that annual target reduction figures be 3% over the previous year. While a reduction of 3% has not been achieved for 2016-17, there has still be a reduction of 3tCO2 despite the College buildings footprint having increased by over 20% with the completion of ASW in 2016, which will have impacted on the carbon footprint. Removal of portacabins during 2017 will impact on 2017-18
	c) Non-core funding income (to include Knowledge Transfer)	% of income from non-SFC sources (inc. KT)	42%			Non-SFC funding for 2015-16 was 42%. The way the financial statements were prepared in 15-16 changed with the introduction of the new SORP, which will impact on this metric. This will predominantly be the inclusion of any non-government grants which are recognised in full in the year they are received as opposed to deferring over a number of years. 2016-17 data not yet available, but will be when the draft set of management accounts are completed.
11	Staff rates of turnover (a) and sickness absence (b)	Track:				
		a) Staff turnover (%) to be maintained below national average (20.5)	15.4	20.75		Staff turnover for 2016-17 was comparable to the national average, but increased by 5.4% from the baseline.
		b) No days staff absent on sick leave (average sick days per head)	9.24	7.6		The number of days staff spent on sick leave reduced in 2016-17 by 1.6days compared to the baseline.
12	To maintain a healthy and safe working environment	Number of accidents reported to HSE	3	7		
13	Number of businesses that engage with Perth College UHI	Number of business on Contacts Database recorded as having had an interaction with Perth College UHI	965	965		New measure for 2016-17.

Perth College UHI Balanced Scorecard for Vision 2021: Strategic Plan 2016-21

Definitions:

Trend = Direction of performance compared to previous reporting period indicated by the following:

Improving	Stable	Worsening
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Paper for Consideration

Subject: SQA Systems Verification

Author: Head of Quality

Date of paper: 14 November 2017

Date of meeting: 22 November 2017

Action requested of committee:

(Tick as appropriate) For information only: ☒ x
For discussion:
For recommendation/approval:

Cost implications:

(Tick as appropriate) Yes: No:

Executive Summary:

Perth College UHI underwent a SQA Systems Development Review in June 2015, where several developmental actions (required actions) were identified in 4 of the quality categories resulting in an outcome of some strengths and some weaknesses (Amber)

SQA undertook a full Systems Verification Review visit in May 2017 where 3 of the original amber outcomes were raised to significant strengths (green). One category however had some minor actions identified. These were successfully responded to in October 2017 and the overall rating for the College is now significant strength (green) for all 6 quality categories.

Information recorded in College minutes and papers is subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

Status of Papers **Open** ☒ **Closed**

An **open** item is one over which there would be no issues for the College in releasing the information to the public in response to a freedom of information request.

A **closed** item is one that contains information that could be withheld from release to the public because an exemption under the Freedom of Information (Scotland) Act 2002 applies.

The College may also be asked for information contained in minutes and papers about living individuals, under the terms of the Data Protection Act 1988.

Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? **Yes** ☐ **No** ☒

Systems Verification - Evidence Report

Systems verification is the process we use to ensure that SQA centres comply with the quality assurance criteria and have internal quality assurance systems appropriately documented, effectively implemented and evaluated, and show continuous improvement in their application. Guidance for centres relating to the systems verification visit can be found at www.sqa.org.uk/qualityassurance.

Rescheduled date	16/12/2016 12:58:21	Reason	
Centre Name	Perth College	Centre Number	5360455
Systems Verifier Name	Pamela Hosey	Systems Verifier Contact Details	pamela.hosey@sqa.org.uk
Double Banker Name (if applicable)		Date/Time of Follow-up Visit	
Head of Centre Name	Margaret Munckton	Head of Centre Email Address	
SQA Co-ordinator Name	Jessica Borley	Centre Email Address	jessica.borley.perth@uhi.ac.uk

Summary of Visit		
	Outcome Statement	Non-Compliant Criteria
Management of a Centre	Significant strengths identified in the systems that support the maintenance of SQA standards within this centre	
Resources	Significant strengths identified in the systems that support the maintenance of SQA standards within this centre	
Candidate Support	Significant strengths identified in the systems that support the maintenance of SQA standards within this centre	
Internal Assessment and Verification	Significant strengths identified in the systems that support the maintenance of SQA standards within this centre	
External Assessment	Significant strengths identified in the systems that support the maintenance of SQA standards within this centre	
Data Management	Significant strengths identified in the systems that support the maintenance of SQA standards within this centre	

Sanctions	
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Previous Outcome Summary - Visit Report

1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
2.1	2.2	2.3	2.5						
3.1	3.4	3.5	3.6						
4.1	4.5	4.7	4.8						
5.1	5.2	5.3							
6.1	6.2	6.3	6.4						

Previous Outcome Summary - Evidence Report

1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
2.1	2.2	2.3	2.5						
3.1	3.4	3.5	3.6						
4.1	4.5	4.7	4.8						
5.1	5.2	5.3							
6.1	6.2	6.3	6.4						

New Outcome Summary

1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
2.1	2.2	2.3	2.5						
3.1	3.4	3.5	3.6						
4.1	4.5	4.7	4.8						
5.1	5.2	5.3							
6.1	6.2	6.3	6.4						

Data Management

	Criteria	Impact	Compliance Level	Evidence Seen / Comments	Agreed Action
6.2	Data on candidate entries submitted by centres to SQA must accurately reflect the current status of the candidate and the qualification.	High	Green	The Helping You to Help Us document has been revised and now includes the following information: that workplace core skills units and assessor and verifier units must not be certificated within 10 weeks of the entry date of the qualification (p20); that the college must check that SVQ awards are not in their lapsing period before starting delivery (p20); that entries and results for the same candidate are not to be sent at the same time (p17 and p24).	

Paper for Consideration

Subject: Draft Plan of Work

Author: Board Secretary

Date of paper: 7 November 2017

Date of meeting: 22 November 2017

Action requested of committee:

(Tick as appropriate) For information only:

For discussion: ☒

For recommendation/approval: ☒

Cost implications:

(Tick as appropriate) Yes: No:

Executive Summary:

The Committee is invited to discuss, amend and approve the Academic Affairs Committee plan of work for 2017-18.

Information recorded in College minutes and papers is subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

Status of Papers **Open** ☒ **Closed**

An **open** item is one over which there would be no issues for the College in releasing the information to the public in response to a freedom of information request.

A **closed** item is one that contains information that could be withheld from release to the public because an exemption under the Freedom of Information (Scotland) Act 2002 applies.

The College may also be asked for information contained in minutes and papers about living individuals, under the terms of the Data Protection Act 1988.

Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? **Yes** ☐ **No** ☒

Draft Plan of Work for Academic Affairs Committee 2017-18 (v. 8 - revised November 2017)

AGENDA ITEM	Meeting 1 of 3	Meeting 2 of 3	Meeting 3 of 3
	22 Nov 2017	14 Feb 2018	16 May 2018
Student Experience	Students' Association Report	Students' Association Report	Student Funding Update
	Annual Student Survey 2016-17	Student Retention & Attainment Report	Student Destinations Report
		SFC Benchmark Report on KPIs	
		Induction Survey 2017-18	
	National Student Survey 2016-17	Student Funding Update	Subject Reviews 2017-18
Strategic Planning	Curriculum Planning	Regional Outcome Agreements - Progress report on 15-16	Regional Outcome Agreements 2016-17 Preliminary Progress report Draft College Strategic Plan
Curriculum		Workforce Planning 2017/18 Quality Review Outcomes	Curriculum Planning & Review of Courses
Engagement		Formal review of Student Engagement Strategy and Plan Student Partnership Agreement – update on themes – for info	CPP/Single Outcome Agreement update Tay Cities Deal
Performance Monitoring	Recruitment Update Education Scotland: Evaluative Report and Enhancement Plan	Balanced Scorecard Student Numbers Planning Update	Balanced Scorecard
External Review	SQA Systems Verification visit		
Presentations		Subject Leader Presentation	Service Head Presentation

Commissioned Research			RSKE Update
Committee Organisation	Plan of Work 2017/18	Plan of Work 2017/18	Plan of Work 2017/18 Draft Plan of Work 2018/19 Draft Calendar of Meetings 2018-19

**Minutes of the Meeting of
The Quality Enhancement Committee
Meeting 1 of 3
Held on Thursday 2 November 2017 at 2 pm
In Room 318**

PRESENT: Jessica Borley (Chair) Deborah Lally
Dawne Hodgkinson Helen Roger
Patrick O'Donnell Linda Lamont
Eleanor Brown Nurina Sharmin
Jillian Elder

APOLOGIES: John Small
Kathleen Connor

IN ATTENDANCE: Lorna Mclvor (Business Planning Officer)
Sue Livsey (Quality Officer)
Kirsty Campbell (Clerk)

ITEM	ACTION
1	
	<p>Welcome and Apologies</p> <p>Members were welcomed to the first Quality Enhancement Committee (QEC) of 2017/18. Apologies and attendance were noted as above.</p> <p>Nurina Sharmin, Helen Rogers & Eleanor Brown were welcomed to their first QEC meeting.</p> <p>There are currently 4 vacancies to this Committee – Vice Principal, Academic (Vice Chair), post is currently vacant; Head of Academic Practice, post is currently vacant; Support Staff Representative (tbc); Student Representative (tbc). New members to be invited to fill these positions once identified.</p> <p>Chair</p>
(i) + (ii)	
	<p>Terms of Reference & Plan of Work – papers QEC17/18/1/1; QEC/17/18/1/2</p> <p>Members were advised that the Terms of Reference were revised in 2016/17, specifically in regards to its membership and remit and how well this aligned with the plan of work.</p> <p>QEC is a sub-committee of the Academic Affairs Committee (AAC) Chaired by Margaret Cook, Principal and which is currently undertaking a review of its remit; this may necessitate a further review of the QEC remit.</p> <p>Action: The Chair will update the committee on any developments in due course.</p> <p>Chair</p> <p>The committee members had no points they wished to raise at this point on this matter.</p> <p>The meeting moved to point 7(ii) of the Agenda to allow LMclv to present her paper for discussion.</p>

ITEM		ACTION
7 (ii)	<p>Annual Student Survey Overview – paper QEC17/18/1/11 Lorna Mclvor (Business Planning Officer) gave an overview of the report outlining the overall response rate and characteristics of respondents, the 3-year trend, areas of satisfaction and dissatisfaction and areas for development.</p> <p>The committee commented that it would be useful to drill down further into some of the negative comments eg communication arrangements around cancellation of classes, assessment scheduling.</p> <p>It was agreed that it would be worthwhile to circulate the report to a wider audience eg</p> <ul style="list-style-type: none"> • for areas to have the full report as well as their own area report to encourage dissemination and sharing of good practice • to share the report with the marketing consultant which had identified the quality of teaching as being a key student priority • include respondents comments on course web pages <p>Action: develop an action plan for wider circulation and use of report.</p> <p>LMclv departed the meeting at this point.</p>	<p>LMclv</p> <p>Chair/LMclv</p>
2	<p>Minutes of QEC Meeting held on Wednesday 26 April – paper QEC/17/18/1/3</p>	
(i)	<p>Accuracy Approval The minutes of the meeting held on Wednesday 26 April 2017 were agreed as an accurate record.</p>	
(ii)	<p>Action Points – paper QEC17/18/1/4 Actions were either complete or on the agenda as reported in paper QEC17/18/1/4</p>	
(iii)	<p>Matters Arising</p> <ol style="list-style-type: none"> 1. Eleanor Brown confirmed as the Sector Development Directors' representative member. 2. Membership and remit review is ongoing 4. CDN have advised that they are able to deliver a bespoke session for staff on assessment writing however, there are many resources available that the Learning and Teaching Leaders (LTLS) are looking at to see what can be put in place and will update accordingly. This was a need identified by a significant number of prior verifications being sent back for remedial work and by feedback from EV verification visits. 	<p>Clerk/JB LTLS</p>

ITEM		ACTION
	<p>6. The summary report on Quality Reviews conducted in 2016/17 paper went forward to AAC.</p> <p>7. It was reported that there remained a lot of queries across the sector re changes to National Qualifications in particular with the external exams v's standalone units with National 5s. This would be a recurring issue with the changes to Highers/National 6 coming into force for 2018/19. SQA are meeting with SFC to continue discussions and will circulate updates accordingly.</p>	Chair/DL
3 (i)	<p>Quality Monitoring</p> <p>Quality + Planning Schedule 2017/18 –</p> <p>The schedule was not circulated pending the current review looking at the streamlining of the evaluation process. The Director of Curriculum & Business Engagement met with SMs this week to start taking this forward particularly in respect to reviewing the Sector Overview Report (SOR) template for this year's evaluation. The importance of evaluation meetings and in particular Course Committee Meetings (CCM) is recognised, however it is essential to adopt systematic and lean processes that produce outputs that usefully feed into operational and business planning.</p>	
	<p>An update will be reported to the next QEC meeting in January 2018.</p>	Chair
(ii)	<p>External Verification 2016/17 Report - paper QEC17/18/1/6</p> <p>The paper showed a brief overview of activity in 2016/17. Overall very positive and some extremely good practice was identified by the EVs. It was reported that 5 verifier groups had sanctions placed on them, these mostly occurred late in the academic year and for differing reasons but were largely within the assessment and verification quality category. The course teams addressed all actions effectively and within a timely manner with all holds were lifted and no students affected.</p> <p>Staff are informed early in the academic year if their area has been identified for verification and the Quality Officer supports staff in what to expect and what checks they should make in advance. The LTLs can also help with this as most are experienced EVs.</p> <p>Members were asked to feedback on the style and content of the report in its current format and to make any recommendations to Quality.</p> <p>The committee agreed that it would be useful to circulate the report to a wider audience but with any identifiers removed.</p> <p>Following a wider discussion of EV and IV activity it was agreed that Sector teams would benefit from:</p>	Quality

ITEM		ACTION
4	<ul style="list-style-type: none"> • An easier way to know when SQA update content, it was noted that notifications are sent to individuals signed up to My Alerts and that this should be widely used by staff. • The roll out of the IV/Assessor CPD module as mandatory training via Blackboard 	<p>Chair/ Quality Unit</p>
	<p>Learning & Teaching Skills Framework Overview - verbal</p>	<p>LL/CPD</p>
	<p>(i) It was noted that no updates had been required to be submitted to Quality for this academic year. HR to check with LTLS on current use of skills framework and bring an overview to the next meeting.</p> <p>(ii) Learning & Teaching Strategy Enabling Plan - verbal It was reported that the strategy was updated last year by the Head of Academic Practice and Vice Principal Academic and went to the last AAC however no enabling plan had yet been developed.</p> <p>It was noted that LMclv was asked to review and pull together all the college strategic action plans in order to extrapolate one overarching action plan to be presented to CMT to oversee and implement.</p>	<p>HR</p>
(iii)	<p>Peer Review of Teaching – paper QEC17/18/1/7 Helen Roger advised that it was the start of new 3 year cycle and good levels of staff engagement with the project was expected. Participating staff were asked to capture 3 key learning themes and to foster a culture of sharing good practice and are expected to discuss these at team meetings. The process would also be used to inform professional reviews. Feedback and learnings are to be captured and sent to Helen and an overview report would be produced which identified emerging themes.</p> <p>Members recognised the need for staff engagement and agreed to forward any ideas on how to support staff in the process and take learnings from it to HR.</p> <p>Linda Lamont left the meeting at this point.</p>	<p>ALL/HR</p>
5	<p>(i) External Review SQA Systems Verification Action Plan + Outcome Report – paper QEC17/18/1/8 It was confirmed that a final minor action was submitted at the beginning of October and the review had now been signed off with significant strengths identified across all categories</p>	
	<p>(ii) Education Scotland Enhancement Plan – verbal It was reported that the endorsement meeting would be held in November and therefore a draft report would not be circulated at</p>	

ITEM		ACTION
	<p>this time in case of change; no new actions had been identified and the report content would be familiar to all. The key for the College is to focus on the actions identified in the enhancement plan.</p> <p>It was important to be aware that Education Scotland would be publishing gradings in next academic year and the college will need to be able to evidence how they arrived at these gradings.</p> <p>The Sector is currently feeding back to SFC and Education Scotland on the process.</p> <p>This item will go forward to January 2018 QEC meeting.</p>	Chair
<p>6 (i)</p>	<p>Regulatory Quality Investigation Report 2016/17 – paper QEC17/18/1/9 Kirsty Campbell, Quality Officer, gave an overview of the report presented for the first time in its current format. The report aimed to show the number of investigations carried out, to identify emerging trends and to capture learnings. Going forward it was hoped to develop the report by including wider analysis in conjunction with other data/reports/surveys. eg NSS Surveys.</p> <p>Members noted that there had been an increase in instances of plagiarism across all areas and as a college it was important to look at how to support staff with the correct tools to help them identify with learnings to address emerging trends. It was noted that MIS use complaints they have received as case studies for use as staff development.</p> <p>To date institutions are obliged to publish complaints statistics but this has now been widened to include the requirement to publish learnings and improvements made as a result.</p>	
<p>7 (i)</p>	<p>Student Engagement SEG Minutes – paper QEC17/18/1/10 The minutes from the Student Engagement Group meeting on 03 October 2017 were supplied for information only.</p>	
<p>(a) (iii)</p>	<p>SEG Remit Review – paper 17/18/1/10a The remit of the Student Engagement Group were supplied for information and it was noted that it aligned with the College's own student engagement objectives including enhancement of the student rep system and HISA Perth establishing a programme of monthly events.</p> <p>NSS Outcome Report – paper QEC17/18/1/12 The National Student Survey Outcome Report, an annual survey of final year undergraduate students, was supplied for information.</p>	

ITEM		ACTION
(iv)	<p>Red Button Report – paper QEC17/18/1/13 The Red Button quarter 1 report, July to September 2017-18 was supplied for information.</p>	
(v)	<p>Student Partnership Agreement Update – tabled It was noted that part A of the Student Partnership Agreement (SPA), was up for renewal this year and will go to the next Student Engagement Committee. Part B of the agreement outlines specific project themes to be jointly undertaken during the current academic year.</p>	
(vi)	<p>Student Representation</p>	
a	<p>Student Engagement Strategy HISA Perth and the College had updated this for 2017/18. The 3 key themes were:</p> <ol style="list-style-type: none"> 1. Events 2. Learning resources 3. Student representation 	
8	<p>Student Association Update</p>	
(i)	<p>Perth HISA Update</p> <p>Nurina Sharmin HISA Perth VP – Education and Engagement gave an update of the current activity of the Students' Association.</p> <ul style="list-style-type: none"> • The Students' Association has now joined with the Highlands and Islands Students Association (HISA) who will be able to support them in their activities. • A new full-time staff member, William Mohieddeen, is in post as the Student Engagement Coordinator. William will support the Officers in their work. • There are an increased number of clubs and societies this year and Rachel Daniel VP – Welfare and Activities will work with Emma Watson the HISA Activities Coordinator to make the clubs more sustainable. • This year's Freshers' week received positive comments and it is hoped to make it bigger and better in 2018-19. • October was Black History month with events held across college supported by students and Sodexo. November is Islamic Awareness Month. Events are planned up to the end of November, with plans for rest of the year to follow. • Women in STEM met yesterday and looking at how to promote this initiative and cascade out to UHI. <p>It was noted that a HISA Art and Design Society was in place at Moray College UHI and they had opened this up for students from across UHI.</p>	

ITEM		ACTION
	<p>Members asked how the Association promoted its activities to students and staff and were informed that HISA Perth has its own Facebook page and shares the college page; it also has a noticeboard and sends emails out to students.</p> <p>It was suggested that the Association make use of PC Helpdesk to send out all college emails.</p>	HISA Perth
10	Approvals	
(i)	<p>Approvals Report 2016/17 – paper QEC17/18/1/16</p> <p>The Course Approval Schedule 2016/17 was supplied for information and it was noted that it gave an overview of the vast array of approval activity carried out in the last academic year. In total there were 18 new awards approved for delivery.</p>	
(iii)	<p>Curriculum Map 2017/18 – paper QEC17/18/1/18</p> <p>Deborah Lally, Head of Student Records, gave an overview of the paper which maps the pathways from Levels 3/4 to 11 available to students across the curriculum areas. Predominantly full-time courses were shown however the map also included substantive part-time courses in the overview. No commercial activity was noted on the paper.</p> <p>It was noted that a lot of work on progression pathways had been carried out in recent years creating a wealth of programmes to move the curriculum forward and it was hoped that there would now be a period of relative stability to allow courses to bed in and to ensure that the curriculum remains fit for purpose.</p>	
11	<p>AOB</p> <p>The meeting had no further points for discussion.</p>	
12	<p>Date of Next Meeting</p> <p>25 January 2018, 2pm, room tbc</p>	

Information recorded in College minutes is subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

Notes taken to help record minutes are also subject to Freedom of Information requests, and should be destroyed as soon as minutes are approved.

Status of Minutes – Open ☒ Closed ☐

An **open** item is one over which there would be no issues for the College in releasing the information to the public in response to a freedom of information request.

A **closed** item is one that contains information that could be withheld from release to the public because an exemption under the Freedom of Information (Scotland) Act 2002 applies.

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The College may also be asked for information contained in minutes about living individuals, under the terms of the Data Protection Act 1998. It is important that fact, rather than opinion, is recorded.

Do the minutes contain items which may be contentious under the terms of the Data Protection Act 1998? **Yes** ☐ **No** ☒

DRAFT

Actions Arising from the Minutes

	Action	By Whom	Due Date
1	Identify and invite new members to join QEC	Chair/Clerk	Jan/Mar 2018
2	Provide an update on the review of the AAC remit.	Chair	Jan 2018
3	Develop an action plan for wider circulation and use of the Annual Student Survey 2016/17 Overview Report	Chair/LMclv	Jan 2018
4	Identify suitable resources for CPD for Assessment Writing Skills	HR/LTLs	Jan 2018
5	Provide an update of SQA/SFC/Sector discussions on changes to National Qualifications	Chair/DL	Jan 2018
6	Provide an update on the status of the Quality Planning Schedule 2017/18/	Chair	Jan 2018
7	Circulate the External Verifiers 2016/17 report to a wider audience but with any identifiers removed.	Quality Officer	Jan 2018
8	Request a clearer system for receiving course update notifications from SQA.	Quality Unit	Jan 2018
9	Roll out Blackboard IV/Assessor module to academic staff as mandatory training.	LL/CPD	Jan 2018
10	Advise on status of Skills Framework Overview	HR/LTLs	Jan 2018
11	Provide an update on the status of the Learning, Teaching, Assessment Strategy Enabling Plan	Chair	Jan 2018
12	Put forward ideas on how to support the new cycle of Peer Review of Teaching	All/HR	Jan 2018
13	Add an agenda item to the next QEC meeting to update on the status of the Education Scotland Enabling Plan	Chair	Jan 2018
14	Make use of PC Helpdesk to send all college emails when advertising HISA Perth events and activities	NS/HISA Perth	Jan 2018

Research, Scholarship and Knowledge Exchange Committee (RSKE)

Draft Minutes

Meeting reference: 1 of 3 for Academic Year 2017-18
Date and time: Friday 03 November 2017, 2.00pm – 4.00 pm
Location: Room 019 Brahan Building, Perth College UHI

Members Present:

Martin Price, Director, Centre for Mountain Studies (Chair)	Margaret Cook, Principal and Chief Executive
Michael Rayner, UHI Dean of Research	Patrick O'Donnell, Research Coordinator
David Gourley, Curriculum Business & Engagement	David Watt, Degree Programme Leader
Dr Kerry Hannigan, Academic Rep	Sharon McGuire, Degree Programme Leader
Sara O'Hagan, Degree Programme Leader	Rob Boyd, Degree Programme Leader

Apologies:

Calum Aird, Degree Programme Leader (standing down from the Committee)	Susan Hunter, Head of Human Resources
Steven Timoney, Degree Programme Leader	Shiona McArthur, Degree Programme Leader
Gareth Bradley, Degree Programme Leader	Stewart Fraser, Degree Programme Leader
Andrew Rae, UHI Professor of Engineering	Keith Smyth, UHI
Nick Green, Degree Programme Leader	Frances Whittet, Degree Programme Leader
Neil Simco (Acting VP Research)	Eleanor Brown, Sector Development Director
Mei-Li Roberts, Degree Programme Leader	Donald MacLean, College Librarian & Learning Technologies Manager

Absent:

Bob Smith, UHI SNL	Kyle Smith, Academic Rep
Christian Margiotti, Degree Programme Leader	Undergraduate Student Representative (Vacancy)
Postgraduate Student Representative (Vacancy)	

Chair: Martin Price, Director, Centre for Mountain Studies
Minute Taker: Kirsty Campbell, Quality Officer - Clerk
Quorum: 8 – meeting was quorate

Item		Action
1	Welcome and Apologies Professor Martin Price (Chair) welcomed everyone to the meeting, and welcomed Dr Margaret Cook, Principal to her first RSKE Committee meeting. Apologies were noted as above.	
2	Minutes of the previous meeting held on 04 May 2017 (paper 1) These were agreed as an accurate record of the meeting.	
3	Update on Actions and Matters Arising (paper 2)	
3a) 4b)	Actions were either complete or on the agenda as reported in Paper 2, with the exception of circulation of the HR report on conference attendance. Perth College HR Report on conference attendance Susan Hunter (SH) (Head of HR) to attach the report to the minutes for circulation. Curious Minds programme RB reported that a link established and Tom Ryan has made a visit to the Science classes and details posted on Facebook. rDAP MR confirmed that the University received research degree awarding powers in June and further updates will be forthcoming on arrangements concerning MRes and how UHI AP graduation ceremonies are conducted.	SH
3.1	UHI Research Innovation Fund DG reminded the meeting of this initiative. It replaces the Knowledge Transfer Grant in Scotland, and has a different set of priorities moving towards more collaborative cross-institute and partnership projects. It comprises 2 components a platform grant and outcome grant proposal. The platform grants themes are Water, Creative Industries (where Perth is heavily represented) and Tourism and Heritage. Other innovation activity being taken forward outside the UHI funds eg in Sport and Health. The outcome grant proposals include the business & knowledge exchange hub, UHI aquaculture hub working in knowledge exchange and sport & fitness knowledge exchange hub where Perth is the lead AP. Since August Sport & Fitness have appointed a Knowledge Exchange Coordinator and ran 5 events involving 21 organisations; 2 new scholarships have been confirmed and involved in developing the Perth College UHI Community Sports Hub and Framework and establishing the actual group membership	

	<p>with the first meeting hoped to take place later this month. Perth should also aim to be involved in the business & knowledge exchange hub.</p> <p>MR advised that the case for new ideas are made yearly and should align to the set themes and the sector priority areas. Engagement and communication across the partnership is important, the initiative is in its early stages but once the information flow is established hopefully this will clarify how new ideas can be taken forward for funding.</p> <p>The initial funding is paying for the Director of Knowledge Exchange at EO and coordinators across the partnership providing a support mechanism for the hubs.</p> <p>It was agreed to keep this item on the agenda with an emphasis on the sport and fitness hub since Perth is the leading partner.</p>	Clerk
3.2	<p>Inclusion of research activity/ambitions in Professional Review Process</p> <p>At this point of the meeting DG introduced Dr Patrick O'Donnell as new the Research & Scholarship Coordinator replacing Paul Oliver.</p> <p>POD advised that proposals had been drafted and forwarded for consultation and MP confirmed that he had discussed how to capture research activities in the professional review process with Pam Wilson in the summer. The new round of professional reviews is due to start from 01 November and uncertainty still remained over whether Ciphre had the capacity to capture the information.</p> <p>POD to contact SH to discuss.</p> <p>Further discussion acknowledged the need to identify those who wanted to undertake research activities part of their professional review as not all academic staff would be in a position to and/or the time to undertake research. Guidance for managers conducting reviews, who were not research active on how to include this element in the professional review also needs to be considered.</p>	POD
4	<p>Research and Scholarship Coordinator Update</p> <p>POD tabled a short paper he had prepared giving an overview of his activities since taking up the role of coordinator and his recommendations for encouraging and facilitating research activities at Perth.</p> <p>The meeting recommended that priorities should be identified from within the list, points 2 and 3 were already underway and points 4 and 8 should be fairly straightforward to take forward. It was agreed</p>	

	<p>that it would be useful to attach costings to these recommendations.</p> <p>POD to provide an update at the next meeting.</p> <p>The discussion moved on to other research initiatives that the college needed to be aware of and playing an active part in:</p> <ul style="list-style-type: none"> • Research Hub bid – MC will seek guidance on the process and timescale for this <p>MR informed the meeting that a few years ago there was an agreement to implement a voluntary staff mentoring scheme to link up with other colleagues with expertise in specific areas and a sumac CRM licence had been purchased from St Andrews to monitor the system. Keith Smyth will be picking up management of this through the LTA, Inverness and it is hoped there will be a relaunch in the next few months.</p> <p>MC inquired on where we are with Athena Swan both at Perth and the UHI, has Perth particular role been confirmed and whether there was an action plan. HR (Human Resources) will have an input on the delivery of Athena Swan but its remit will also sit with this committee and also POD as Research Coordinator.</p> <p>MR advised that a bronze award for Athena Swan has been secured partnership wide. Stage one in the process related to STEM areas in particular but has now been widened to cover all areas and activities and the application for the bronze award was cognisant of that development. Currently, UHI is 6 months into the delivery of its action plan which is set to a tight timetable over the next 3 years, Mary Docherty and Fiona Larg at EO have involvement with the project.</p> <p>MR will confirm who is the lead for Athena Swan at Perth.</p> <p>POD to invite Melanie Smith to Perth to introduce himself in his new role and become familiar with UHI research activities.</p> <p>MP noted that the other priority with research activities was capturing what research people are undertaking. There is a research part of the college website and it is important for the ref that we show there what we are doing.</p>	<p>POD</p> <p>MC</p> <p>MR</p> <p>POD</p>
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5	<p>RSKE Strategy and Enabling Plan (paper 3)</p> <p>The RSKE Strategy had been approved at the last AAC, however MC queried why there was no reference to Engineering which is a vital part of the Tay Cities Deal. It was critical to be explicit and have consistency on this point when communicating and sharing information with stakeholders.</p> <p>It was agreed that further review of the RSKE Strategy and the Enabling Plan should be carried out to realign it with the College Strategic Plan. POD/DG/MP to meet to look at this and report back to the next meeting. MC asked to be invited to any meeting.</p>	<p>POD/DG/ MP</p>
6	<p>Research Excellence Framework (REF) Update</p> <p>MR referred the meeting to the tabled paper – Higher Education Funding for England (Initial decisions on REF 2021). Submission will be October/November 2020 and staff must have been employed for 2 years to be considered. There is a Ref Managers group led by Neil Simco and with a lead carrying out a stocktake to look at UHI current scoring and to identify the gaps to fill over the next 2 years. It is based on the average number of research active staff in each area with a minimum output of one and maximum of 6.</p> <p>The meeting considered the following points:</p> <ul style="list-style-type: none"> • vital to be careful and deliberate in defining the staff involved in research and be aware of the threshold required to be put forward for Ref. NS/MR will produce a 'where we are report' in December and identify how to take the process forward from there. Some communications will come from Margaret Little who has an administrative support role. • The timings will be tight and partners should be looking to encourage those involved in research to produce at least one paper each. • A submission in education was highly likely. • Early years ref should have an equality and diversity weighting allowing for 0 submission but still recognisant of work that has been done. • Ref can lead to short-term decisions, this should not be at the cost of what we want to achieve in the longer term. • Ref is a driver for other policies eg employing PhD level staff 	

	<p>with 2 pubs; need to determine what the stronger drivers and how this aligns with what we are delivering to our students.</p> <ul style="list-style-type: none"> • Consider clustering research, ie less people with more time • Consider other pathways for Perth than Ref eg blue sky or applied research where does Perth see itself aligned. <p>An update to be given at the next RSKE committee meeting once the stocktake had taken place.</p>	
7	<p>Research Clusters Update</p> <p>MR reported that the clusters and committee structure underpinning research support were under review by Neil Simo. The review aims to ensure clusters are inclusive not exclusive and reach out to research active or interested people eg workshops and other engagement opportunities.</p> <p>It was hoped that a new structure would be in place by the time RSKE next met. Perth College staff are currently engaged in both the Humanities and Arts Research Cluster (HARC), especially in Music, and also Visual Arts/Creative Industries; and in the Society, Identity, Landscape and Knowledge (SILK) Research Cluster.</p> <p>MR advised that some budget was available to enable one or 2 cluster wide meetings each year and hopefully start to build up a sense of the research environment that we are working in in the UHI which is much broader than perhaps thought.</p>	
8	<p>AOCB</p>	
	<p>QEC Chair of QEC</p> <p>MP advised his position as Chair of this Committee was a consequence of his belonging to the Research Practitioners Group (RPG), which no longer existed. It may be opportune to review the position of Chair once Perth SMT had its new structure in place.</p> <p>Postgraduate Research Experience Survey</p> <p>It was noted that UHI did well in this survey with a 87% satisfaction rate against the sector average of 82%; this was also an upward trend in the rate.</p> <p>Awarding of rDAP</p> <p>As a result of being awarded rDAP, UHI is no longer restricted to degrees offered by Aberdeen University. The decision has been taken to offer a streamlined suite of MRes (Taught and Research) and Mphil courses UHI and to recast masters level provision to this new structure. An update should follow shortly.</p> <p>Bi-ennial UHi staff/student Research Conference 2018</p> <p>The meeting was pleased to note that the organisers were keen to</p>	

	bring the next conference to Perth in late 2018 (date to be agreed across the partnership following consultation/discussion)	
	2017-18 RSKE Meeting Schedule The schedule for meetings 2 and 3 to be determined in line with the Board of Management committee schedule.	Chair/ Clerk
	The meeting closed at 4.00pm.	

Information recorded in College minutes are subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

Notes taken to help record minutes are also subject to Freedom of Information requests, and should be destroyed as soon as minutes are approved.

Status of Minutes **Open** ☒ **Closed** ☐

An **open** item is one over which there would be no issues for the College in releasing the information to the public in response to a freedom of information request.

A **closed** item is one that contains information that could be withheld from release to the public because an exemption under the Freedom of Information (Scotland) Act 2002 applies.

The College may also be asked for information contained in minutes about living individuals, under the terms of the Data Protection Act 1988. It is important that fact, rather than opinion, is recorded.

Do the minutes contain items which may be contentious under the terms of the Data Protection Act 1988? Yes ☐ No ☒

Summary of Action Items			
Ref	Action	Responsibility	Time Line
3a	Perth College HR report on conference attendance to be attached to minutes for circulation.	SH	ASAP
3.1	Add an item to the agenda for the next RSKE meeting to update on UHI Innovation Fund and the Sport & Fitness Knowledge Exchange hub in particular	Clerk	Next meeting
3.2	Discuss proposals for capturing research activities within the professional review process.	POD/SH	ASAP
4	Provide an update to the next RSKE meeting on points 2, 3, 4 & 8 from the list of recommendations Seek guidance on the process and timescale for the Research Hub bid. Confirm the lead person for Athena Swan at Perth Invite Melanie Smith, UHI Research Coordinator to Perth for a familiarisation visit	POD MC MR POD	Next meeting
5	Meet to review RSKE Strategy and Enabling Plan in line with College Strategic Plan	POD/DG/MP/MC	
6	Add an agenda item for the next RSKE meeting to update on REF	Clerk	Next meeting
7	Add an agenda item for the next RSKE meeting to update on review of clusters and committee structure	Clerk	Next meeting
8	Schedule the meetings for 2017/18.	Chair/Clerk	

Membership

Principal – Chair
2 Representatives of the Board of Management (one to be Vice-Chair)
2 Academic Staff Representatives
2 Support Staff Representatives
2 Student Representatives nominated by the Students' Association
Vice Principal Academic
Curriculum and Business Engagement Director
International and Corporate Services Director
Head of Quality
Head of Student Services
Head of Student Records
Chair of Research, Scholarship and Knowledge Exchange Committee
Head of Academic Practice

Quorum

The quorum shall be 8 including the Chair or Vice Chair

Frequency of Meetings

Normally 3 times per academic session, and as required.

Terms of Reference

The Academic Affairs Committee shall ensure the overall quality and academic health of the College in respect of the student experience, teaching, research, and enterprise.

Within this overall remit the Academic Affairs Committee shall have the specific function and responsibilities listed below:

- 1 Proactively lead the development and review of the academic portfolio, in line with the College's Strategic Plan, to ensure it remains relevant in terms of Scottish Government policy and Industry developments across all sectors of the economy: private, public and third.
- 2 Ensure that the student experience remains at the heart of the academic offer and is continually benchmarked and reviewed in the context of best practice in the sector.
- 3 Promote best practice in regard to the pedagogical environment in order to maximise and enhance student learning and achievement.
- 4 Commission research, and based on the outcomes of that research, propose actions to enhance quality and assure high standards in respect of the student experience and related pedagogical experience.

- 5 Be alert to factors likely to impact on the development and delivery of the academic portfolio e.g. student funding, Scottish Government policy, and sector developments.
- 6 On receiving reports and updates from other relevant College and UHI Committees, consider the implications for the College, and where appropriate act to ensure the relevance and currency of the academic offer.
- 7 Prioritise and make recommendations in respect of work force planning and continuing professional development, in so far as this underpins and enhances a dynamic College environment; the academic, research, scholarship and enterprise offer.
- 8 Review and endorse the College's policies and strategies that relate directly to the student experience.
- 9 Instigate any actions it considers appropriate to maintain and enhance Perth College UHI as a centre of educational excellence.

Revised 2 May 2016